

**MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT  
4th GRADE SOCIAL STUDIES CURRICULUM**



**Revised to meet the June 2020 Science NJSLS-SOCIAL STUDIES  
Board Approval: August 2022**

**District Administration**

|                       |   |
|-----------------------|---|
| Mr. Robert Mungo      | Superintendent                          |
| Mrs. Amie Dougherty   | Director of Curriculum and Instruction  |
| Mrs. Tifanie Pierce   | Director of Special Services            |
| Mrs. Carolyn McDonald | Director of Equity and Student Services |
| Mr. Daniel Finn       | Principal 5-8                           |
| Mr. Thomas Braddock   | Principal 2-4                           |
| Mrs. Nicole Peoples   | Principal PreK-1                        |
| Mrs. Kinny Nahal      | Assist Principal 5-8                    |
| Mrs. Evon DiGangi     | School Business Administrator           |

**Mount Holly Township Board of Education**

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## [2020 New Jersey Student Learning Standards for Social Studies \(K-2\)](#)

## [2020 New Jersey Student Learning Standards for Social Studies \(3-5\)](#)

## [2020 New Jersey Student Learning Standards for Social Studies \(6-8\)](#)

### Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promote learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

### Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

### Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and

- Discerns fact from falsehood and critically analyzes information for validity and relevance.

#### Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLSS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

#### Revised Standards

#### Framework for NJ Designed Standards

The design of this version of the NJSLSS-SS is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
- foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
- establish meaningful connections among the major areas of study within social studies;
- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
- reflect the habits of mind central to social studies that lead to post-secondary success.

## Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

| Practice                                  | Description   |
|---|---|
| Developing Questions and Planning Inquiry | Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.   |
| Gathering and Evaluating Sources          | Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.   |
| Seeking Diverse Perspectives              | Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends. |

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| Developing Claims and Using Evidence                   | Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights   |
| Presenting Arguments and Explanations                  | Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and 5   Page Practice Description the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.              |
| Engaging in Civil Discourse and Critiquing Conclusions | Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus. |
| Taking Informed Action                                 | After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalitionseeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.   |

### **Standards in Action:**

Climate Change At the core of social studies education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills – information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology and media – at the youngest grades for the purpose of actively engaging with complex problems and learning how to take action in appropriate ways to confront persistent dilemmas and address global issues.

As an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to

the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSLS-SS provide a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining its effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21st Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

### **Structure of the NJSLS-SS**

The organization and content of the 2020 NJSLS-SS reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses (N.J.A.C 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. There are three social studies standards:

- 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.
- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

The core ideas are derived from the disciplinary concepts and students’ understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The performance expectations describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

{SOURCE: NJDOE NJSLS-S January 2022}

### **New Jersey Technology Standards**

[2020 New Jersey Student Learning Standards: Computer Science and Design Thinking](#)

### **New Jersey Career Readiness, Life Literacies, and Key Skills Standards**

[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

### **New Jersey Climate Change Standards**

[2020 New Jersey Student Learning Standards: Climate Change](#)

[Legislation Enhancing AAPI Cultural and Educational Programs in New Jersey Broadcast](#)



**Pacing Guide**

| <b>Topic</b>                                   | <b>Unit #</b> | <b>Unit Length</b> |
|--|---------------|--------------------|
| Government                                     | 1             | 32 Days            |
| New Jersey Geography, People & the Environment | 2             | 43 Days            |
| Economics                                      | 3             | 28 Days            |

| <b>Social Studies Unit 1<br/>Grade 4</b> |   |
|--|---|
| Unit Title                               | Government  |
| Recommended Pacing                       | 32 Days   |
| Unit Overview                            | <p>In this unit, students learn fundamental concepts about government and citizenship. The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.</p> |
| Social Studies Practices                 | <ol style="list-style-type: none"><li>1. Developing Questions and Planning Inquiry</li><li>2. Gathering &amp; Evaluating Sources</li><li>3. Seeking Diverse Perspectives</li><li>4. Developing Claims &amp; Using Evidence</li><li>5. Presenting Arguments &amp; Explanations</li></ol>   |

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|  | 6. Engaging in Civil Discourse & Critiquing Conclusions<br>7. Taking Informed Action   |
| Supplemental Class Resources   | <ul style="list-style-type: none"> <li>● Nearpod</li> <li>● BrainPop</li> <li>● iXL</li> <li>● Google Drive Resources</li> </ul>   |
| District/School Formative Assessment Plan  | <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Presentations</li> <li>● Quizzes/Test</li> <li>● Portfolios</li> <li>● Group Projects/Discussions</li> <li>● Constructed Response</li> <li>● Speeches/Debates</li> </ul>   |
| Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy | <ul style="list-style-type: none"> <li>● Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</li> <li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</li> <li>● 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</li> <li>● Curiosity and willingness to try new ideas (intellectual risktaking) contributes to the development of creativity and innovation.</li> <li>● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li> <li>● 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</li> <li>• 9.4.5.CT.1: 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).</li> <li>• 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>• 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul>   |
| Computer Science and Design Thinking (Technology) | <ul style="list-style-type: none"> <li>• 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li>• 8.1.5.DA.2: Compare the amount of storage space required for different types of data.</li> <li>• 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</li> <li>• 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.</li> <li>• 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system</li> <li>• 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).</li> <li>• 8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process.</li> <li>• 8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process.</li> </ul> |
| Diversity, Equity, and Inclusion                  | <ul style="list-style-type: none"> <li>• Students will be exposed to a plethora of resources and materials that are inclusive of culture, religion, race, ethnicity, and ability.</li> <li>• Students will explore types of governments around the world.</li> <li>• Students will have the choice to research a government official from New Jersey from a given list which will include individuals with disabilities as well as individuals who</li> </ul>  |

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|                                  | identify as LGBT.   |
| Asian American/Pacific Islanders | <ul style="list-style-type: none"> <li>Students will have choice of government official from New Jersey to research from list which will include Asian Americans/Pacific Islanders.</li> </ul>  |
| Amistad                          | <ul style="list-style-type: none"> <li>Students will have choice of government official from New Jersey to research from list which will include the great contributions of African Americans to our state's history</li> </ul>   |
| Holocaust                        | <ul style="list-style-type: none"> <li>Caring Makes a Difference State of New Jersey Commission on Holocaust Education Lesson Peace Begins with You (pg 101)<br/> <a href="https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf">https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf</a> </li> </ul> |
| Climate Change                   | <ul style="list-style-type: none"> <li>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</li> </ul>  |

#### **Math Student Learning Objectives Covered in this Unit**

4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

#### **ELA Student Learning Objectives Covered in this Unit**

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.  
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Assessment  
Discuss and compare folktales related to regions - student response in writing

### Modifications

#### Unit 1 Modifications:

SPED: Provide visuals for students throughout the lesson on promethean board and the focus wall; allow extra time for activities to be completed; dictated responses in lieu of written work; hands on activities instead of pencil and paper

ESL/ELL: Describing pictures or classroom objects; Providing information in graphic organizers; Identifying real life objects based on descriptive oral phrases or short sentences;

504 Students: Provide a checklist of the steps needed to complete the problem; Provide lots of white-space to make it less busy; If still struggling, reteach and retest

At-Risk Students: Reduce the number of problems given; Give extra time

Gifted and Talented: Added detail to written work; find connecting stories from classroom library and compare to the lessons;

## Unit One: Government

### NJ Student Learning Standards: Social Studies Grade 4

- 6.1.5.CivicsPI.7: Explain how **national and state** governments share power in the **federal** system of government.
- 6.1.5.CivicsPI.8: Describe how the United States **Constitution** defines-and limits the power of government.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from **diverse cultures collaborate** to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPR.1: Compare procedures for **making decisions** in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.3: Evaluate **school and community rules, laws** and/or policies and determine if they meet their intended purpose.

**Length:** 32 Days

### Essential Questions:

- What are the responsibilities of being a good citizen?
- Why are rules and laws important to our communities?
- Why is government important?
- What is government and why do we need it?
- What is my civic duty and responsibility?
- What are the three branches of government?
- What are the powers of the president of the United States, and how are those powers restricted?
- What are the powers of the legislative branch?
- Why did the Founders create a system of checks and balances?
- How do the powers of the judicial branch allow it to check the other branches of government?
- What is the constitution?
- What is the purpose of the constitution of the United States?
- What does the Preamble of the United States Constitution mean to me?
- What is an amendment?
- What is the purpose of the Bill of Rights?
- What does the government mean to you?

- 6.1.5.CivicsPR.4: Explain how **policies** are developed to address public problems.
- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the **United States Constitution and the Bill of Rights** contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.CivicsCM.4: Examine the **responsibilities of differing positions** of authority and identify criteria that are likely to make **leaders qualified** for those positions.
- 6.1.5.CivicsCM.5: Investigate the lives of **New Jersey** individuals with diverse experiences who have contributed to the improvement of society.

- How does the government protect the people?
- How and why was early American government organized?
- Why do we need government?
- Why do people run for public office?
- Why is it important for our government to have federal, state, and local levels of government?
- Why is it important to stay informed about public issues?
- What are the core democratic values?
- How are public issues resolved?
- Why do rights have limits?
- What are the responsibilities of local and state officials?
- Caring Makes a Difference State of New Jersey Commission on Holocaust Education Lesson Peace Begins with You (pg 101)  
[https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring\\_makes\\_a\\_difference\\_K-4\\_%20curriculum\\_guide.pdf](https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf)

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| <b>Unit Focus and Targets:</b>  |   |
| <b>Content Vocabulary:</b> <ul style="list-style-type: none"> <li>• Government</li> <li>• Rule</li> <li>• Law</li> <li>• Rights</li> <li>• Responsibilities</li> <li>• Citizen</li> <li>• Constitution</li> </ul>   | <b>Content Vocabulary:</b> <ul style="list-style-type: none"> <li>• Preamble</li> <li>• Bill of Rights</li> <li>• Amendment</li> <li>• Democracy</li> <li>• Judicial</li> <li>• Executive</li> <li>• Legislative</li> </ul> |
| <b>Speaking and Listening:</b> <ul style="list-style-type: none"> <li>• Whole group discussion</li> <li>• Pair-Share</li> <li>• Collaborative Discussions</li> <li>• Teacher directed discussions</li> <li>• Student-led presentations</li> <li>• Follow agreed upon rules for discussion</li> <li>• Questioning techniques</li> <li>• Active Listening Strategies</li> <li>• Oral Presentations</li> <li>• Oral Reading</li> <li>• Oral response to questions</li> </ul> | <b>Routine Writing:</b> <ul style="list-style-type: none"> <li>• Exit Ticket</li> <li>• Journaling</li> <li>• Reflections</li> <li>• Short Constructed Response</li> <li>• Note Taking</li> </ul>                           |
| <b>NJSLS Lessons:</b>   |   |
| <b>Core Idea:</b> <ul style="list-style-type: none"> <li>• Levels of government (i.e., local, state, and federal) have different powers and responsibilities.</li> </ul>  | <b>Performance Expectation:</b>   |



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| <ul style="list-style-type: none"> <li>● Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).</li> <li>● Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</li> <li>● There are different processes for establishing rules and laws.</li> <li>● Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.</li> <li>● It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</li> <li>● Certain dispositions help individuals contribute to the health of American democracy.</li> </ul> | <ul style="list-style-type: none"> <li>● Model citizens in action through identifying the rules and responsibilities of a good citizen.</li> <li>● Collaborate to create games with own rules.</li> <li>● Decide on laws they would like passed in their community through journaling.</li> <li>● Organize the three branches of government through exploration.</li> <li>● Analyze classroom environment and propose a new set of classroom laws.</li> <li>● Determine what rules and laws mean to me.</li> <li>● Design a mural of the three branches of government based on research.</li> <li>● Sort specific claims about the three branches of government.</li> <li>● Diagram the system of checks and balances.</li> <li>● Organize information about the three branches of government.</li> <li>● Develop a new constitution based on analysis of United State Constitution.</li> <li>● Design a Preamble for classroom.</li> <li>● Analyze an amendment and create a T-shirt based on interpretation.</li> <li>● Interpret the amendments.</li> <li>● Match amendments of the Bill of Rights.</li> <li>● Identify the founding fathers &amp; mothers.</li> <li>● Interpret vocabulary in the Declaration of Independence.</li> <li>● Compile information about government throughout the unit and apply information through exploratory centers.</li> </ul> |
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- Identify local & state government responsibilities.
- Organize information on forming opinions on public issues.
- Reflect upon public issues and core democratic values.
- Research public issues.
- Compile information about an elected official and present it to classmates.

### **Day 1: Introduction to Citizenship**

Objective: I can explore what it means to be a good citizen.

Essential Question: What are the responsibilities of being a good citizen?

Materials: Social Studies Notebook, Pencil, "Citizens in Action" Article

Engage: Journal Write: Students will close their eyes and imagine they just woke up early in the morning. They are the only person left on earth. What does this mean? You are free. No rules and responsibilities. Write about what you would do in this situation.

Explore: Students will read through a list of behaviors and think about which ones would no longer be necessary if they were the only person left on earth. They will explain their reasoning why these rules would no longer be necessary.

**Behavior #1:** Keeping quiet after 10 p.m.

**Behavior #2:** Keeping the streets, rivers, and oceans free of litter.

**Behavior #3:** Not trespassing.

**Behavior #4:** Catching a limit of three fish a day.

**Behavior #5:** Keeping healthy and fit.

**Behavior #6:** Stopping at all stop signs and red lights.

Explain: **Discussion Idea:** "Let's pretend you dropped an aluminum garbage can on your driveway after midnight, making a lot of noise. As a group, discuss if something like this is essentially "wrong" if only you exist on earth."

Elaborate: **Discussion Idea:** “Now Uncle Sam would like for you to imagine that you are no longer the only person on earth. Other people have joined you and all of you live in one large area. This large area is called a ‘community’ and it can be as large as the world or as small as your family.”

People who have things in common such as economic, recreational, professional, or social interests form communities. Ask: “What is a member of a community called?” A citizen. Citizens have rights, privileges, and duties.

**Discussion Idea:** “Uncle Sam and the other citizens in your community have been busy helping you build homes for needy families.” Students will work with their team to discuss why each of the following items has become a necessary part of your community.

- **Four-Way Stop Signs**
- **Fire Hydrants**
- **Fences**

Evaluate: Students will present their ideas to the class. Have students create Good Citizen Awards for members of the classroom community. As a class deliver the awards.

Exit Ticket - Students will define the importance of being a good citizen within their community. Then, students will engage in “Citizens in Action” Activity. They will read a situation to identify the type of active citizenship being demonstrated - voicing your opinion, monitor the government, making changes or obeying the law.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions

- Small group instruction as needed

### **Tier II**

Engage: Students may type the journal prompt using speech to text.

Explore: No modifications.

Explain: No modifications.

Elaborate: No modifications.

Evaluate: Students may answer exit ticket verbally.

### **Tier III**

Engage: Students may type the journal prompt using speech to text or they may draw a picture and list what they would do verbally.

Explore: No modifications.

Explain: No modifications.

Elaborate: No modifications.

Evaluate: Students may answer exit ticket verbally.

---

### **Day 2: Rules & Laws**

Objective: I can compare the difference between rules and laws.

I can create my own board game containing its own set of rules.

Essential Question: Why are rules and laws important to our communities?

Materials: Ball (Per Group), Dice (Per Group), Paper, Pencil

Engage: "There are Rules" - Students will be broken into groups. Students will be given a ball and a dice. The students will work with their team to play a game. The teacher will not give them any rules to the game, just merely tell them to play. The teacher will not answer any questions as the students explore their game. After about 5 minutes, the class will discuss the challenges of this activity and the rules that were created to make their game successful.

Explore: Students will write down the rules of their favorite game/sport. The class will discuss the importance of the rules for the game and why we have rules.

Explain: The discussion will turn into the rules of the school and laws of the community, state and national government. Students will use large poster paper. They will write down rules for school, home, neighborhood, and being a friend in centers around the room. Students will use markers to write down their ideas of rules for each topic. Students will rotate in their group until they have expressed their ideas for each area. The whole class will discuss the ideas presented.

Elaborate: Critical Thinking Challenge - Students will be given the opportunity to work in groups to create their own game. The game should include a set of rules on how to play as well as create the materials to play the game.

Evaluate: Students will present their games and rules of their games to the class. Students will have the opportunity to rotate around the room to play each others games in small groups. Students will complete an exit ticket. Have students brainstorm ideas for a new rule or law they would like passed in their community.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications.

Explore: No modifications.

Explain: Teacher assistance as needed.

Elaborate: Teacher assistance as needed.

Evaluate: No modifications.

### **Tier III**

Engage: No modifications.

Explore: Teacher assistance as needed.

Explain: Teacher assistance as needed.

Elaborate: Teacher assistance as needed.

Evaluate: No modifications.

---

### **Day 3: Introduction to Government**

Objective: I can identify why government is important to a country's success.

Essential Question: Why is government important?

Materials: Article, Coloring Utensils, Pencil

Engage: Introduce students to the guiding question.

Explore: Read the article about government of the USA and complete the comprehension by color activity.

Explain: Class discusses three branches of government.

Elaborate: Put students into groups of 3. Give them each a branch of government. Using the article, answer the questions about each branch of government. Once finished, have students glue all three of the branches together and place the American flag on top.

Evaluate: Discuss the guiding question once again

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate

- Reduce auditory and visual distractions
- Small group instruction as needed

### **Tier II**

Engage: No modifications.

Explore: No modifications.

Explain: No modifications.

Elaborate: Teacher assistance as needed.

Evaluate: No modifications.

### **Tier III**

Engage: No modifications.

Explore: Article read in small group with teacher. Comprehension activity done in small group as well.

Explain: No modifications.

Elaborate: Teacher assistance as needed.

Evaluate: No modifications.

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### **Day 4: Why Do We Need Government?**

Objective: I can explore different types of government.

I can explore why government is essential to my life.

Essential Question: What is government and why do we need it?

Materials: Scenario Card, Social Studies Notebook, Pencil, Paper

Engage: What is government?

Pass out a “No rules, just fun” scenario to each group. Group must read the scenario and create a pro and con list for following this motto in the given scenario. Allow 10-15 minutes for group discussion. Teacher should monitor the progress of each group asking, “Is this a good motto to follow in this scenario? Has everyone had a chance to speak? Can you think of a way to change this motto to work better

for the scenario?" Guide groups to recognize the negative or chaotic side of a situation without rules. The Presenter from each group should share the pro and con list from his/her group. After each group has presented, the teacher should verbally point out the similarities between the outcomes of each scenario as interesting coincidences.

**Scenario #1** - You are playing a kickball game, and you play with only this in mind: no rules, just fun. What could happen? List the pros and cons of playing this way.

**Scenario #2** - You are driving a car, and everyone drives with only this in mind: no rules, just fun. What could happen? List the pros and cons of driving this way.

**Scenario #3** - You are a doctor, and you perform your job with only this in mind: no rules, just fun. What could happen? List the pros and cons of working this way.

**Scenario #4** - You are in school, and you have only this in mind: no rules, just fun. What could happen? List the pros and cons of this kind of school day.

Explore: What is government? Why do we need government?

Identify your town and county on a map of New Jersey and conduct a short research project to discover when they were incorporated and what type of local government (borough, town, township, city) you have. Students will present their findings to the class.

Explain: Talk about the importance of rules/laws and having a government. Students will be reminded that rules give communities order, fairness, and protect the rights and health of others involved within that community.

Our Constitution is a written set of rules that our citizens must follow to ensure order, health, safety and our rights within our society. Students will discuss what kinds of rules/laws there are and why they are important.

Elaborate: Students will be divided into groups of 3-4 depending on class size. Each Legislature will be responsible for creating laws for a particular area of the classroom in order for the classroom community to function properly.



Evaluate: Return to the question from the beginning of the lesson: What is government? Ask students what they think government is. Tell students that government is a group of people who are in charge of a city, state, or country that make and enforce laws. Students will complete Purpose of Government iXL.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications.

Explore: Research questions will be in graphic organizer.

Explain: No modifications.

Elaborate: Teacher assistance as needed.

Evaluate: No modifications.

**Tier III**

Engage: Scenario passed in small group with teacher.

Explore: Research questions will be in graphic organizer.

Explain: No modifications.

Elaborate: Teacher assistance as needed.

Evaluate: No modifications.

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## **Day 5 & 6 Civic Responsibilities & Duties**

Objective: I can explain the difference between civic duties and civic responsibilities and give examples of each.

Essential Question: What is my civic duty and responsibility?

Materials: Word Cards: popular sovereignty, the common good, rule of law, justice, representative government, civic responsibility, jury, public goods & service, taxes, republic, voting Popular Sovereignty Printable Civic Responsibility & Duty Printables Why Is It Important Printable Quote cards What Do They Mean To You? Graphic Organizer Civic Responsibility & Civic Duty Comprehension Page Lesson 2 Exit Ticket Suggested Read Aloud: What are Rights and Responsibilities by Leslie Harper

Engage: Start lesson with reviewing the concepts of rights and responsibilities. Ask students to describe what they believe each means in their own words and why each is important.

Explore: Introduce the word card for popular sovereignty – the power and authority of government comes from the people. Explain to students that it is one of our core democratic values and it is extremely important. As citizens, we should continuously work for the common good. Introduce word card for the common good.

Explain: Ask students what happens if someone breaks the law. Introduce and discuss word cards for rule of law and justice. 4. Explain to students that being a part of democracy means having a representative government. Introduce word card for representative government. Add that civic responsibilities and duties go along with having this type of government. Present the various printables and discuss with students – introduce word cards and concepts into discussion.

Elaborate: Distribute the What Do They Mean To You? Graphic organizer to students. While discussing topics, allow students time to record what that means to them. (Example: Voting is important because it allows me to share my educated thoughts and opinions with the government.) Display the quote cards to students. This can also be done in small groups. Review the quote cards and note on chart paper what each means to students. If done in small groups, students can analyze what the quote means in relation to civic responsibilities and duties.

Evaluate: Allow groups to present their ideas and findings after each has had time to discuss and record notes on paper or chart paper. Allow students time to complete the Lesson 2 Exit Ticket before class completely ends.

Extension: Distribute the Civic Responsibility & Civic Duty comprehension page to students. Allow time to complete independently or use as a close read with students.

**Differentiation:****General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications.

Explore: Pre teach new vocabulary

Explain: Pre teach new vocabulary

Elaborate: No modifications.

Evaluate: No modifications.

**Tier III**

Engage: No modifications.

Explore: Pre teach new vocabulary

Explain: Pre teach new vocabulary

Elaborate: Teacher assistance as needed

Evaluate: Students may answer exit ticket out loud

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**Day 7: What is separation of powers?**

Objective: I can explore the three branches of government.

Essential Question: What are the three branches of government?

Materials: Mural Worksheet, ABC's Worksheet, Pencil

Engage: View the School House Rock view about the three branches of government:

1. Talk about how the boy in the video related government to a circus.
2. Think about how our class government can be set up like our countries three branch government. Who in our classroom would be in Executive, Legislative & Judicial Branches? What are the roles for each of them within our classroom. Join in a class discussion. Form a three branch government for the classroom.

Explore: Students will be split into groups where they will research one of the branches of government. Students will create a mural of one of the three branches of government in small groups. The groups will be responsible for writing facts about the branch they chose. The students will present their mural to the class.

Explain: The concept of "separation of powers" was developed by baron de Montesquieu, an 18<sup>th</sup> century French social and political philosopher. Under his model, the political authority of the government is divided into legislative, executive and judicial powers. He asserted that, to most effectively promote liberty, these three powers must be separated and act independently.

Separation of powers, therefore, refers to the division of government responsibilities into distinct branches to limit any one branch from exercising the core functions of another. The intent is to prevent the concentration of power and provide for checks and balances.

- The legislative branch is responsible for enacting the laws of the state and appropriating the money necessary to operate the government.
- The executive branch is responsible for implementing and administering the public policy enacted and funded by the legislative branch.
- The judicial branch is responsible for interpreting the constitution and laws and applying their interpretations to controversies brought before it.

Most state constitutions, including New Jersey's, specify that government be divided into three branches: legislative, executive and judicial.

Class will watch a Brainpop video on Branches of Government. Students will use their interactive journal to create a foldable on the three branches of government.

Elaborate: Students will participate in branches of government sorts with a partner to reinforce and learn about the responsibilities of each branch. These sorts can be through their interactive notebook or on Sheppard software.

Evaluate: ABC's - Students will work with a partner to identify what they know about the Branches of Government. They will have to identify a word for each letter of the alphabet. As they learn more about the branches, they will create an entire alphabet.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications.

Explore: Teacher assistance as needed.

Explain: No modifications.

Elaborate: No modifications.

Evaluate: Teacher assistance as needed.

**Tier III**

Engage: No modifications.

Explore: This will be completed in a small group with teacher assistance.

Explain: No modifications.

Elaborate: No modifications.

Evaluate: This will be completed in a small group with teacher assistance.

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### **Day 8: Nearpod: The Executive Branch**

Objective: I can review the three branches of government.

I can identify the president's roles and powers.

Essential Question: What are the powers of the president of the United States, and how are those powers restricted?

Materials: Chromebook

Engage: Class will take a poll on what they know about the job of the President of the United States.

Explore: Then, class will explore the National Mall in Washington, D.C. Class will write about anything that stood out in the paintings on the rotunda walls and if they have questions about the paintings.

Explain: Class will watch a video on The Three Branches of Government and determine what the main role of the executive branch is.

Class will explore state governments and information about the President of the United States.

Elaborate: What do you think is the most important job of the president of the United States? Class will discuss and play a game to show their understanding.

Evaluate: Class will describe how the other branches of government limit the president's power and take a short quiz with matching.

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications.

Explore: Students may type up what they notice instead of writing it.

Explain: No modifications.

Elaborate: No modifications.

Evaluate: No modifications.

**Tier III**

Engage: No modifications.

Explore: Students may type up what they notice instead of writing it out. Students may use speech to text when using the chrome book.

Explain: No modifications.

Elaborate: No modifications.

Evaluate: No modifications.

Link to Lesson Activity: <https://nearpod.com/t/social-studies/3rd/the-executive-branch-35-L81708182>

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**Day 9 & 10 Nearpod: The Legislative Branch**

Objective: I can describe the three branches of government.

I can explain the U.S. Congress responsibilities.

I can compare the various checks on the U.S. Congress Powers.

Essential Question: What are the powers of the Legislative branch?

What are the checks on those powers?

Materials: Social Studies Notebook, Pencil, Chromebook

Engage: How much do you know about the Congress of the United States of America?

Explore: Students will collaborate to determine what law they would propose as a Congressman or Congresswoman. Class will visit the outside of the U.S. Capitol. Students will name different groups who meet there.

**Explain:** Class will review the Three Branches of Government and types of government. Class will complete Time to Climb Game on Nearpod.

**Elaborate:** Students match sentences to phrases about the Legislative Branch of government. Class will explore the Great Compromise and How Congress Works

**Evaluate:** Students will take short quiz on what they learned

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

**Engage:** No modifications.

**Explore:** No modifications.

**Explain:** No modifications.

**Elaborate:** No modifications.

**Evaluate:** No modifications.

**Tier III**

**Engage:** No modifications.

**Explore:** No modifications.

**Explain:** No modifications.

**Elaborate:** No modifications.

**Evaluate:** Quiz will be read aloud to students.



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**Day 11: Checks & Balances**

Objective: I can analyze the system of checks and balances in the United States

Essential Question: Why did the Founders create a system of checks and balances?

Materials: Social Studies Notebook, Pencil, Slideshow, Chromebooks

Engage: Why did the Founders create a system of checks and balances? Students will discuss.

Explore: Class will explore slideshow. Class will draw their own diagram of the checks and balances that Congress has on it.

Explain: Class will discuss State Legislative Branches and determine why there is two chambers.

Evaluate: Class will take short quiz to show what they learned. Class will complete Checks & Balances activity on iXL

**Differentiation:****General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications.

Explore: Students will have a reference to use.

Explain: No modifications.

Evaluate: No modifications.

**Tier III**

Engage: No modifications.

Explore: Students will label a diagram of the checks and balances system.

Explain: No modifications.

Evaluate: Quiz will be read aloud.

Link to Lesson Activity: <https://nearpod.com/t/social-studies/3rd/the-legislative-branch-35-L81708193>

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### **Day 12: Nearpod: The Judicial Branch**

Objective: I can identify the basic functions of the three branches of government.

I can understand the ideas of checks and balances in the U.S. government.

I can explain how the powers of the judicial branch allows it to check and balance other branches of government.

Essential Question: How do the powers of the judicial branch allow it to check the other branches of government?

Materials: Chromebook

Engage: Class will assess prior knowledge about US branches of government and explore their functions.

Explore: Class will watch video on the three branches of government and focus on the role of the judicial branch.

Explain: Class will explore an infographic outlining the roles and responsibilities of the three branches of government. They will determine how each of the responsibilities in the judicial branch relate to the other branches of government. Students draw a visual that helps them to remember the three branches of government and their responsibilities.

Elaborate: Class will watch video about checks and balances. In their own words, students explain how the executive and legislative branches check the power of the judicial branch. Class watches video about judicial branch and discusses.

Evaluate: Students complete graphic organizer of terms associated with Judicial branch and take a quiz.

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions

- Small group instruction as needed

### **Tier II**

Engage: Students will be given an outline to fill in regarding the three branches.

Explore: No modifications.

Explain: No modifications

Elaborate: No modifications.

Evaluate: Students will use a word bank to complete graphic organizer.

### **Tier III**

Engage: Students will be given an outline to fill in regarding the three branches.

Explore: No modifications.

Explain: No modifications

Elaborate: No modifications.

Evaluate: Students will use a word bank to complete graphic organizer.

Link to Lesson Activity: <https://nearpod.com/t/social-studies/3rd/the-judicial-branch-35-L86324828>

Extension Nearpod Activity: The Branches of Government Matching - Students will check their understanding of the different branches of government in the United States.

Link to Extension Activity: <https://nearpod.com/t/social-studies/4th/us-government-branches-4-L77552378>

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### **Day 13: What is a Constitution and What Does it Do?**

Objective: I can explore the U.S. Constitution.

Essential Question: What is the U.S. Constitution? What is the purpose of the constitution in the United States?

Materials: Yertle the Turtle, Social Studies Notebook, Pencil, Chromebook

Engage: What is the U.S. Constitution? What is the purpose of the constitution in the U.S.? Students will turn and talk in their groups to create a KWL chart.

Explore: Students read Yertle the Turtle (Dr. Seuss) and respond to questions:

- Did King Yertle have the authority to act the way he did?
- What was the source of King Yertle's authority?
- What were the problems on the island of Sala-ma-Sond?
- What can we conclude about King Yertle's use of his authority?
- How could the turtles protest King Yertle's abuse of authority?
- How could the problems have been corrected?
- Might King Yertle have been a better ruler if he had been elected? Why?
- Why is it important for limits to be placed on the powers of those in positions of authority?
- Give examples of instances where limits are placed on people in positions of authority

Explain: Constitutions are the means used to state what powers government shall have. By defining these powers, constitutions limit the powers of government both in what it does and how it acts (due process). The United States has a constitutional government because the U.S. Constitution is the supreme law that everyone must obey including those serving the government. Government is limited to acting within the law and subject to judicial review as to whether its actions are within the Constitution.

BrainPop - US Constitution

Class will read "The United States Constitution and the Rights of States" from Unit 4 Week 6 in Reading Wonders

Elaborate: Have students draft a constitution for Sala-ma-Sond in groups. Then, come together as a class to share constitutions.

Evaluate: Students will present their constitutions based on the class discussion and identify the importance of having a constitution. Students will complete iXL activity on the Constitution.

**Differentiation:****General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications.

Explore: Students may answer verbally rather than in science notebook.

Explain: No modifications.

Elaborate: Students will have access to various levels of the passage.

Evaluate: No modifications.

**Tier III**

Engage: No modifications.

Explore: Students may answer verbally rather than in science notebook.

Explain: No modifications.

Elaborate: Students will have access to various levels of the passage.

Evaluate: No modifications.

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**Day 14: Preamble**

Objective: I can explore the Preamble of the United States Constitution

I can identify keywords in the Preamble to gain understanding.

Essential Question: What does the Preamble of the United States Constitution mean to me?

Materials: We the Kids, Vocabulary Worksheet, Social Studies Notebook, Pencil, Poster Paper, Markers

Engage: The class will read aloud, “We The Kids” and discuss the meaning of the Preamble of the Constitution.

Explore: The class will discuss the meaning of certain words within the Preamble. Students will investigate each part of the Preamble. Students will go through each part of the Preamble and understand the meaning behind the words. Based on the class discussion, students will draw pictures or symbols to help to explore their understanding of the Preamble in their own words.

Explain: Discuss how when the United States was part of Great Britain they had to follow the rules established for them by the British Government. However, when the United States became an independent country they had to establish their own sets of rules to govern the country. Our founding fathers wrote The Constitution of the United States of America to outline the rules and rights of the people.

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### **Day 15: Creating a Bill & Bill of Rights**

Objective: I can explore the amendments of the Bill of Rights

I can apply my research to create a class Bill of Rights.

Essential Question: What is an amendment? What is the purpose of the Bill of Rights?

Materials: Social Studies Notebooks, Bill of Rights workhseet, T-Shirt Design, Chromebook.

Engage: What is an amendment? The students will discuss their ideas with a group and share with the class. The class will create a class definition of the word.

Explore: Students will be split into groups where they will be given two amendments of the Bill of Rights. Students will decode those amendments and present them to the class in their own words using visuals, videos and movement.

Explain: What is the purpose of the Bill of Rights? The class will watch a BrainPop video explaining the Bill of Rights.

Elaborate: Students will complete a rough draft of their T-Shirt stating why their amendment is important in their lives. Students will use examples and details to support opinions. Once their T-Shirts are completed and checked, students will complete a final draft, where they will have the ability to add color and decorate make it their own with related pictures.

Evaluate: Students will present their pieces to the class. Students will review Bill of Rights and create the Bill of Rights for their classroom.

Exit Ticket: Why is the Bill of Rights an important part of the Constitution? Students will complete iXL on the Bill of Rights.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications.

Explore: Teacher assistance as needed.

Explain: No modifications.

Elaborate: Teacher assistance as needed.

Evaluate: No modifications.

**Tier III**

Engage: Pre-teach new vocabulary

Explore: In small group with teacher assistance.

Explain: No modifications.

Elaborate: Teacher assistance as needed.

Evaluate: No modifications.

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### **Day 16 & 17 The Bill of Rights & You**

Objectives: I can explain what my rights are and why rights have limits.

Essential Question: What does the government mean to you? How does the government protect the people?

Materials: Word Cards: Bill of Rights, individual rights, freedom of expression, freedom of speech, freedom of press, freedom of assembly, freedom of petition, freedom of religion The Bill of Rights The Bill of Rights Simplified Should We Limit Rights? My Rights My Freedoms The Bill of Rights Comprehension (2 options depending on if previous unit was taught) Lesson 1 Exit Ticket Learning

Suggested Read Aloud: I Know My Rights: Bill of Rights by Mysonne Linen

Engage: Begin lesson by asking students what government means to them and how the government protects the people. Explain to students that while the government's limited powers were set up when the founders planned our government's structure, they wanted to be sure they didn't have too much power over the citizens of our country. In other words, they didn't want the government to be able to infringe on anyone's individual rights.

Explore: Display and discuss the word card for individual rights. Display the word card for Bill of Rights. Explain that to prevent the government from infringing on anyone's individual rights the Founders created the Bill of Rights.

Explain: Explain that the Bill of Rights contains ten different amendments that individuals are entitled the right to. Display and discuss the word card for amendments. Review the rest of the word cards when discussing the amendments.

Elaborate: Display, read, and discuss the Bill of Rights printables for students. Distribute the Bill of Rights: Amendments Simplified activity to students.

This activity can be done a variety of ways.

- 1) Completed whole group as a class
- 2) Completed in small groups and presenting findings
- 3) Completed as a scoot or fishbowl

Evaluate: Once completed, share ideas and discuss what each amendment meant to students in their own words (put each amendment on a piece of chart paper and allow students (or group) to write down on a sticky note what each amendment means to them).



**Differentiation:****General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications.

Explore: No modifications.

Explain: No modifications.

Elaborate: Teacher assistance as needed

Evaluate: No modifications.

**Tier III**

Engage: No modifications.

Explore: No modifications.

Explain: No modifications.

Elaborate: If completed in small groups, students will work with a teacher to complete this.

Evaluate: Teacher assistance as needed

Engage: Explain to students that while people have freedom of speech, that doesn't mean there are no limits. For example, someone can't yell there is an emergency or threaten to hurt someone.

Exokire: Introduce the Should We Limit Rights activity and review together with students

Explain: Provide students with a copy of My Rights & My Freedoms. Allow students to either work independently or in groups to complete the activity. Students will need to provide two examples for each of the freedoms.

Elaborate: Review student responses together as a class.

Evaluate: Distribute the comprehension activities and allow students to complete independently. Allow students time to complete the Lesson 1 Exit Ticket.

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

### **Tier II**

Engage: No modifications.

Explore: No modifications.

Explain: Teacher assistance as needed.

Elaborate: No modifications.

Evaluate: No modifications.

### **Tier III**

Engage: No modifications.

Explore: No modifications.

Explain: Teacher assistance as needed

Elaborate: No modifications.

Evaluate: Students may answer out loud

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**Day 18: Nearpod: Early American Government**

Objective: I can explain the importance of the Declaration of Independent, the US Constitution, and the Bill of Rights.

I can define how the federal government is organized.

I can explain how the powers of government are separated.

Essential Question: How and why was early American government organized?

Engage: Class will assess prior knowledge through a poll. Then, they will use the collaboration board to determine which branch of government has the most power.

Explore: Class will take a virtual trip to the White House. Students will think about what the people are doing there and what the White House is for.

Explain: Class will explore Colonial Documents and view a slideshow that helps students to learn about the colonists' demand for independence.

Elaborate: Students will answer an open ended question based on the lesson. Then, they will watch a video on the U.S. Constituion and the Bill of Rights. They will focus on why and how the Constitution was created and understand how the balance of power became important.

Centers:

**Bill of Rights Matching Neapod** - Students will work with a partner to match the amendment to its description. Students may use the web to research each ademendement as a guide.

**Founding Fathers & Mothers Activity:**

Students read passage to determine which which facts match specific founding fathers and mothers.

Then, students will complete Founding Father activity where they match each Founding Father with the description given.

**Declaration of Independence Center:**

Students complete one station. Each group has a section of the Declaration of Independence to interpret.

Each group must create a poster to share their demands with the class. The poster will explain their part of the Declaration.

Evaluate: Students will evaluate their understanding of the importance and reason for the Constitution, Declaration of Independence, and the Bill of Rights.

Link to Lesson Activity: <https://nearpod.com/t/social-studies/3rd/matching-the-bill-of-rights-35-L80113000>

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications.

Explore: No modifications.

Explain: No modifications.

Elaborate: When answering questions on the near pod, students will have the opportunity to answer using pictures, one word answers, text to speech or verbally.

Evaluate: No modifications.

**Tier III**

Engage: No modifications.

Explore: No modifications.

Explain: No modifications.

Elaborate: When answering questions on the near pod, students will have the opportunity to answer using pictures, one word answers, text to speech or verbally.

Evaluate: No modifications.

Extension:

Nearpod Activity: Early US Government Matching - Students will check their understanding of early forms of government.

Link to Lesson Activity: <https://nearpod.com/t/social-studies/4th/early-us-government-45-L100286096>

Link to Extension Activity: <https://nearpod.com/t/social-studies/4th/early-us-government-4-L83081257>

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### **Day 19 & 20 Government Centers:**

Objective: I can review and apply concepts taught about the government thus far in the unit.

Essential Question: Why do we need government?

Materials: Centers packet, Pencil, Clipboard, Centers Materials (Laminated)

Students will rotate through seven centers that review concepts taught thus far in the unit. Class will discuss centers when they are finished.

Centers:

1. Why do we need leaders and rules?
  - a. Materials: Centers Packet, Pencil, Quiz Sheet
  - b. Students take a short quiz to determine what type of leader they are.
2. Types of Government
  - a. Vocab: Monarchy, Democracy, Dictatorship, Oligarchy
  - b. Materials: Centers Packet, Pencil, Chromebook

- c. Students research different types of government for different countries. Students determine what kind of government the classroom would be and who would make the best leader.

3. Branches of Government

- a. Vocab: Executive Branch, Legislative Branch, Judicial Branch
- b. Materials: Centers Packet, Pencil, Station Card, Government Sort Cards
- c. Students will look at the three branches of government and determine what each branch would do in the classroom.

4. Rights and Responsibilities

- a. Vocab: Freedoms, Rights, Responsibilities, Constitution, Bill of Rights, Religion, Freedom of Speech, Freedom of the Press, Assemble, Petition
- b. Materials: Centers Packet, Pencil, Station Card
- c. Students make a list of rights and responsibilities that they should have in the classroom.

5. Rules and Laws

- a. Vocab: Laws
- b. Materials: Centers Packet, Pencil, Station Card
- c. Students analyze classroom rules and determine which category they fit under. Then, they will make their own rule for the classroom.

6. Constitution

- a. Vocab: Constitution, Preamble
- b. Materials: Centers Packet, Pencil, Station Card
- c. Students will read the Preamble to make their own classroom constitution.

7. Final Project

- a. Students nominate other students in the class to be President, Vice President, Legislature and Judge. Students will determine a mascot for their class government based on qualities given. Students then plan a flag for their classroom. They will analyze color meanings to design their flag.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments

- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

#### **Tier II**

- Teacher assistance as needed
- Questions can be answered using speech to text on computer, using short answers and a word bank.
- New vocabulary will be pre taught.

#### **Tier III**

- Teacher assistance as needed
- New vocabulary will be pre taught
- Questions can be answered using speech to text on computer, short answers and a word bank or verbally.
- Extra time if needed or shorten assignment

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#### **Day 21: Local State & National Government**

Objective: I can explore why and how people run for public office.

Essential Question: Why do people run for public office?

Engage: Class will read LaRue for Mayor in Reading Wonders Unit 4 Week 6

Explore: What are the qualities it takes to run for:

1. President
2. Senate
3. Governor
4. Mayor

Students will split into groups to research.

Explain: Each team will report out on their findings and class will discuss.

Elaborate: Local State & National Government Drag & Drop - Students will identify the local, state, and national government officials and how they are chosen. Students will identify the services provided at each level of government.

Link to Lesson Activity: <https://nearpod.com/t/social-studies/3rd/local-state-national-government-35-L112228172>

Evaluate: Nearpod Time to Climb: National & State Governments - Students will understand the role of national and state governments using interactive quiz game.

Link to Lesson Activity: <https://nearpod.com/t/social-studies/3rd/national-state-governments-35-L80111955>

Local, State & Federal Government iXL

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

### **Tier II**

Engage: Students will have access to various reading levels.

Elaborate: No modifications.

Evaluate: No modifications.



### **Tier III**

Engage: Students will have access to various reading levels.

Elaborate: No modifications.

Evaluate: No modifications.

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### **Day 22: Local, State & National Government Responsibilities**

Objective: I can identify the responsibilities of local, state, and national government.

Essential Question: Why is it important for our government to have federal, state, and local levels of government?

Materials: “Different Layers of Government” Handout, “Layers of Government” Chart, “Layers of Government” flip book, Pencil

Engage: Class shares knowledge on local, state & national government. Class reads “Different Layers of Government”

Explore: Class compares local, state and national government to schools. Class discusses discussion questions.

Explain: Class works together to discuss responsibilities for each levels of leadership at school. Students will work in groups and share out.

Elaborate: Students will complete government flipbook in centers format. Each center will focus on a different area of government studied in lesson.

Evaluate: Exit Question: Why is it important for our government to have federal, state, and local levels of government?

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications.

Explore: No modifications.

Explain: Teacher assistance in small group

Elaborate: Teacher assistance in centers

Evaluate: No modifications

**Tier III**

Engage: No modifications.

Explore: No modifications.

Explain: Teacher assistance in small group

Elaborate: Teacher assistance in centers

Evaluate: Students may answer out loud

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**Day 23 & 24 Public Issues - Staying Informed**

Objective: I can explain why it's important to educate myself on public issues before sharing my point of view.

Essential Question: Why is it important to stay informed in regards to public issues?

Materials: Word Cards: public issue, point of view Public Issue Cards (Black Lives Matter, Health Care, Indigenous Americans, Food Insecurity) What's the Problem Graphic Organizer Public Issues Comprehension Lesson 3 Exit Ticket

Suggested Read Aloud: Black Lives Matter Explained: the History of a Movement

Engage: Start lesson with review of the difference between civic duty and civic responsibility. Remind students that duty means it is required by law and responsibility means it is a suggestion. This will be an important concept to understand during this lesson. Remind students – to stay connected to our core democratic values means we must also be aware of our civic responsibilities. Ask students to remind you of different civic responsibilities they have.

Explore: Introduce the word card for public issue. Explain that public issues are issues or problems that impact a lot of different people. A public issue can impact just a classroom, the school, a city, state, country, and even the world. Today we are going to look at different examples of issues our country has experienced. It's important to consider the point of view of other people, not just our own.

Explain: Introduce the word card for point of view. Remind students that it's okay for everyone to have a different point of view – most of the time it will be different than your own based on experiences. Explain to students that when looking at different public issues it's extremely important to make sure they are fully informed about the issue before forming their opinion or point of view. It's important to be properly educated on the topic before sharing too much information on which side you're on.

Elaborate: Ask students – Why should we research and find information about public issues? Why wouldn't we just leave it to the government? (Consider the type of government we have, popular sovereignty, etc.) Students pick a public issue. Ask students where this issue takes place (school, community, state, region, country, or world). Ask students what the public issue is and who may have different points of view regarding the issue.

Evaluate: Distribute the What's the Problem graphic organizer. Continue cards whole group or place students into small groups where they can read information cards and form opinions before completing the graphic organizer. Students should complete the Lesson 3 Exit Ticket at the end of class.

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

### **Tier II**

Engage: No modifications.

Explore: Pre teach new vocabulary

Explain: Pre teach new vocabulary

Elaborate: No modifications.

Evaluate: Teacher assistance as needed

### **Tier III**

Engage: No modifications.

Explore: Pre teach new vocabulary

Explain: Pre teach new vocabulary

Elaborate: No modifications.

Evaluate: Teacher assistance as needed

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### **Day 25 & 26 Public Issues & Core Democratic Values**

Objective: I can explain how conflicts over core democratic values lead people to differ on resolutions for public issues.

Materials: Word Cards: core democratic values, liberty, diversity, equality, informed decision Public Issue Cards (Black Lives Matter, Health Care, Indigenous Americans, Food Insecurity) Core Democratic Values Info Card Core Democratic Values & My Meaning

Essential Question: What are the core democratic values?

How are public issues resolved?

Organizer Public Issues and Core Democratic Values Activity Public Issues & Core Democratic Values Comprehension Lesson 3 Exit

Ticket Suggested Read Aloud: Black Lives Matter Explained: the History of a Movement

Engage: Start lesson with students reviewing the concept of public issues – a quick role play works well here with school-based issues (ex. Less time for recess).

Explore: Explain to students that some of the concerns they have can fit into our core democratic values. Display and discuss the core democratic values info card. Loop back to the public issue and work in the core democratic values. For example, the school wants to make recess ten minutes shorter for 4th grade in order to make more time for writing in the classroom. Students may argue that cutting time will not benefit the common good or liberty, but the school will argue it's because their test scores were lower than all other grades at school and they need the extra support, making the time for learning diverse. (The example you choose to use can be something completely made up; this is just provided as an idea.)

**Explain:** Review the core democratic values again and why they are important to understand. Distribute the Core Democratic Values & My Meaning organizer to students and complete the first page together.

**Elaborate:** Allow students time to work independently or in small groups on analyzing the rest of the values and providing examples.

**Bring back the public issue cards from the previous day.** Explain once again, people often become upset about a public issue not going the way they want it to go. It's important to analyze a variety of decisions and identify the core values in conflict in each decision.

**Evaluate:** Distribute the Public Issues and Core Democratic Values activity to students. Today students will analyze decisions to issues and how those decisions reflect core democratic values.

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

### **Tier II**

**Engage:** No modifications.

**Explore:** No modifications.

**Explain:** No modifications.

**Elaborate:** Teacher assistance as needed

**Evaluate:** No modifications.

### **Tier III**

**Engage:** No modifications.

**Explore:** No modifications.

**Explain:** No modifications.

Elaborate: Complete in small group with teacher

Evaluate: No modifications.

Day 2:

Engage: Review the Public Issues cards from the previous lesson. Using chart paper to recreate the organizer students have on a larger display (or project theirs on the board if technology permits). Go through one of the public issues together.

Explore: Produce different solutions to the issues. Solutions do not (and shouldn't be) all from the same side of the argument. You may want to complete one or two together.

Explain: Allow students to come up with solutions independently – if students need the support, complete the activity whole group or in small groups.

Elaborate: Complete the Public Issue & Core Democratic Values Comprehension page.

Evaluate: Students should complete the Lesson 4 Exit Ticket at the end of class

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

### **Tier II**

Engage: No modifications.

Explore: No modifications.

Explain: Teacher assistance as needed

Elaborate: Teacher assistance as needed

Evaluate: No modifications.

### **Tier III**

Engage: No modifications.

Explore: No modifications.

Explain: Small group with teacher

Elaborate: Small group with teacher

Evaluate: Students may answer exit ticket out loud

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### **Day 27, 28, 29 A Closer Look at Public Issues**

Objective: I can explain what my rights are and why rights have limits.

Essential Question: Why do rights have limits?

Materials: Word Cards: public issue, informed decision Technology is required for this activity – if not available for small groups or independent, activity can be done whole group. Public Issue Cards Informed Decisions Steps Printable Using Informed Decisions to Solve Public Issues Activity Making Informed Decisions Comprehension Page Lesson 5 Exit Ticket

Suggested Read Aloud: What's the Problem by Bryan Smith

Engage: Start out lesson with a quick review of the public issues that were previously discussed in class. Ask students to recall different opinions on how to solve the issues that were going on. Review word card for public issues. Note: If there are specific things going on in your city/state/nationally that you'd like to address outside of the public issue cards, focus on them!

Explore: Explain to students that today they will be making informed decisions about public issues. Display the word card for informed decision and discuss. Consider asking questions – How do you make informed decisions in school? At home? 3

Explain: Display the Informed Decisions Steps printable and discuss with students what each of the steps mean and why they are important to consider when making informed decisions.

Elaborate: Distribute the Using Informed Decisions to Solve Public Issues activity to all students. If doing whole group, decide on a public issue to complete together prior. You can even select one to do as an example for students or place students into groups and allow them to do their own discovery. Place students into small groups. Provide students with a Public Issue card and allow students to do their own research in class on how they can solve the problem. It's beneficial to provide students with different sites they can use to do their research prior to the lesson – if selecting different public issues or allowing students to make choices, prepare students as needed.

Explain to students that they will need to carefully think about each step when planning out their decision making for public issues – students in their own groups may disagree with choices, but it is important for the group to select a decision they can all agree on. Evaluate: Once group work is complete, allow groups to share ideas with their classmates and how they felt about doing the work (was it difficult to agree on a decision, what were the pros and cons of potential decisions, etc.). If time and technology/resources permit, students can make presentations or posters to present their work to classmates. Allow students time to complete the Lesson 5 Exit Ticket before.

**Differentiation:****General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications.

Explore: No modifications.

Explain: No modifications.

Elaborate: Teacher assistance as needed

Evaluate: No modifications.

**Tier III**

Engage: No modifications.

Explore: No modifications.

Explain: No modifications.

Elaborate: Small group with teacher

Evaluate: Students may answer exit ticket out loud



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**Day 30, 31, 32: Local, State & National Government Officials Elected**

Objective: I can research about a local or state official and describe their job responsibilities.

Essential Question: What are the responsibilities of local and state officials?

Materials: Chromebook, Poster Paper, Art Materials

Engage: Class will watch Being an American Citizen: Making Changes with Petition. Class will discuss

Explore: Students will explore local or state officials. Students will pick one of these officials to research.

Explain: Students will create a slideshow or poster that details the following of their elected official:

- Name
- Birthday
- Position
- Year Elected
- Previous Jobs
- Responsibilities
- Values as an elected official
- Programs or Activities they have implemented as an elected official.

Elaborate: If students finish early, they will have the opportunity to explore local, state, and federal government activities.

Centers:

Local Government iXL

State Government iXL

Federal Government iXL

Government Sheppard Software

Evaluate: Students will share their project with the class.

**Differentiation:****General Accommodations/Modifications:**

- Extended time for assignments

- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

## **Tier II**

Engage: No modifications

Explore: Graphic organizer to fill out

Explain: Extra time if needed

Elaborate: No modification

Evaluate: No modification

## **Tier III**

Engage: No modifications

Explore: Graphic organizer to fill out

Explain: Extra time if needed

Elaborate: No modification

Evaluate: Nomodification

**Unit Assessments:** NJ Elected Official Project, Government Centers, Government Assessment, Analyzing Preamble. Elected Official Research Project

**Formative:** KWL Chart, Discussion, Journaling, Graphic Organizers, Comprehension Questions, Stop & Jot

**Summative:** Group & Partner Projects, Presentations, Centers

| <b>Social Studies Unit 2</b><br><b>Grade 4</b> |  |
|--|--|
| Unit Title                                     | New Jersey Geography, People & the Environment   |
| Recommended Pacing                             | 43 Days  |
| Unit Overview                                  | In this unit, students will explore New Jersey geography, how it came to be and how the environment has shaped what it is today. At the forefront of the unit, students will explore different maps of the world, United States, and New Jersey to develop spatial views to enhance their geographic knowledge. Students will analyze and create maps to determine the locations, spaces, and patterns portrayed. Then, students will explore the change and continuity over time of New Jersey where they will assess similarities and differences between historical periods, transportation, communication, and inventions between the past and present. They will understand how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. |
| Social Studies Practices                       | <ol style="list-style-type: none"> <li>1. Developing Questions and Planning Inquiry</li> <li>2. Gathering &amp; Evaluating Sources</li> <li>3. Seeking Diverse Perspectives</li> <li>4. Developing Claims &amp; Using Evidence</li> <li>5. Presenting Arguments &amp; Explanations</li> <li>6. Engaging in Civil Discourse &amp; Critiquing Conclusions</li> <li>7. Taking Informed Action</li> </ol>  |
| Supplemental Class Resources                   | <ul style="list-style-type: none"> <li>● Reading Wonders</li> <li>● BrainPop</li> <li>● iXL</li> <li>● Nearpod</li> <li>● Google Drive Activites</li> </ul>  |
| District/School Formative Assessment Plan      | <ul style="list-style-type: none"> <li>● Teacher Observation</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>● Presentations</li> <li>● Quizzes/Test</li> <li>● Portfolios</li> <li>● Group Projects/Discussions</li> <li>● Constructed Response</li> <li>● Speeches/Debates</li> </ul>  |
| Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy | <ul style="list-style-type: none"> <li>● Culture and geography can shape an individual's experiences and perspectives.</li> <li>● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li> </ul>  |
| Computer Science and Design Thinking (Technology)                                | <ul style="list-style-type: none"> <li>● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li>● 8.1.5.DA.2: Compare the amount of storage space required for different types of data.</li> <li>● 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</li> <li>● 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.</li> <li>● 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system</li> <li>● 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).</li> <li>● 8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process.</li> <li>● 8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process.</li> </ul> |
| Diversity, Equity, and Inclusion   | <ul style="list-style-type: none"> <li>● Students will be exposed to a plethora of resources and materials that are inclusive of culture, religion, race, ethnicity, and ability.</li> <li>● Students will explore the Lenape way of life.</li> <li>● Examining Identity and Assimilation: Learning for Justice:<br/> <a href="https://www.learningforjustice.org/classroom-resources/lessons/examining-identity-and-assimilation">https://www.learningforjustice.org/classroom-resources/lessons/examining-identity-and-assimilation</a> </li> </ul>  |

|                                   |  |
|-----------------------------------|--|
|                                   |  |
| Climate Change                    | <ul style="list-style-type: none"> <li>• Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</li> <li>• Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.</li> <li>• Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.</li> </ul>    |
| Amistad Law                       | <ul style="list-style-type: none"> <li>• Students will understand the meaning of culture and compare their culture to other cultures.</li> <li>• Students will explore how and why people immigrated to New Jersey.</li> <li>• Exploring Young Immigrant Stories: Learning for Justice:<br/> <a href="https://www.learningforjustice.org/classroom-resources/lessons/exploring-young-immigrant-stories">https://www.learningforjustice.org/classroom-resources/lessons/exploring-young-immigrant-stories</a> </li> </ul> |
| Holocaust Law                     | <ul style="list-style-type: none"> <li>• Students will explore the history of how New Jersey was created.</li> <li>• Students will explore how and why people immigrated to New Jersey.</li> </ul>   |
| Asian Americans/Pacific Islanders | <ul style="list-style-type: none"> <li>• Students will understand the meaning of culture and compare their culture to other cultures.</li> </ul>   |

| <b>Math Student Learning Objectives Covered in this Unit</b>   |
|--|
| 4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. |

4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm. mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.

4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

#### **ELA Student Learning Objectives Covered in this Unit**

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

#### **Modifications**

Example:

##### **Unit 1 Modifications:**

SPED: Provide visuals for students throughout the lesson on promethean board and the focus wall; allow extra time for activities to be

completed; dictated responses in lieu of written work; hands on activities instead of pencil and paper

ESL/ELL: Describing pictures or classroom objects; Providing information in graphic organizers; Identifying real life objects based on descriptive oral phrases or short sentences;

504 Students: Provide a checklist of the steps needed to complete the problem; Provide lots of white-space to make it less busy; If still struggling, reteach and retest

At-Risk Students: Reduce the number of problems given; Give extra time

Gifted and Talented: Added detail to written work; find connecting stories from classroom library and compare to the lessons;

## Unit Two: New Jersey Geography, People & the Environment

### NJ Student Learning Standards: Social Studies Grade 4

- 6.1.5.GeoPP.2: 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.
- 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of **urban, suburban and rural** communities and identify the factors that might attract individuals to that space.
- 6.1.5.GeoSV.2: Use **maps to explain the impact of location and place** on the relationships between places in

**Length:** 43 Days

### Essential Questions:

- What country do we live in?
- What state do we live in?
- What are special features of my country and state?
- What makes New Jersey unique?
- What are New Jersey's defining characteristics?
- What are the five themes of geography?
- What do physical and political maps tell us?
- What are the key components of a map?
- How does a map scale help me to find the distance between two locations?

New Jersey, the United States and other countries.

- 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.HistoryCC.1: Analyze **key historical events** from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.9: Evaluate the impact of **ideas, inventions, and other contributions of prominent figures** who lived New Jersey.
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, **immigrated to New Jersey** and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.EconEM.4: Compare different **regions of New**

- How can I use longitude and latitude lines to find a specific locations?
- What does the location of a place on the globe tell me about its climate?
- What are the regions of the world?
- What is the difference between weather and climate?
- What factors affect climate?
- What is the climate of New Jersey?
- What types of landforms are found in New Jersey?
- Where are major cities and countries located on a map?
- How does the geography of New Jersey impact where people live?
- What are the physical characteristics of each region in New Jersey.
- What are regions?
- How are the geographic regions of New Jersey impacted by humans?
- Would you rather live in an urban, suburban or rural area?
- How can I identify rural, urban, and suburban areas of New Jersey using a population dentist map?
- How do we know about the past?
- Who were the first inhabitants of New Jersey?
- How is the Lenni-Lenape lifestyle similar to my own?
- What is culture?
- Who were the first inhabitants of New Jersey?
- What caused the Lenape population to drop in New Jersey?
- How does the history of the United States impact how New Jersey was created?



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| <p><b>Jersey</b> to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</p> <ul style="list-style-type: none"> <li>6.1.5.EconNM.3: Describe how the development of different <b>transportation systems</b> impacted the economies of New Jersey and the United States.</li> </ul> | <ul style="list-style-type: none"> <li>What are the reasons people immigrate to the United States?</li> <li>How did the Industrial Revolution cause laws to change?</li> <li>What inventions helped to change the world?</li> <li>What contributions did Thomas Edison have on the world?</li> <li>What means of transportation are still used today?</li> <li>How has communication changed over the years?</li> <li>How has the evolution of transportation and communication impacted the lives of people in New Jersey?</li> </ul> |
| <p align="center"><b>Unit Focus and Targets:</b></p>  |  |
| <p><b>Content Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Geography</li> <li>History</li> <li>Landmark</li> <li>Industry</li> <li>Culture</li> <li>Slogan</li> <li>Motto</li> <li>Geography</li> <li>Region</li> <li>Location</li> <li>Place</li> <li>Movement</li> <li>Human-Environment</li> <li>Interaction</li> <li>Longitude</li> <li>Latitude</li> </ul>   | <p><b>Content Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Weather</li> <li>Landform</li> <li>City</li> <li>Country</li> <li>Population</li> <li>Natural Resources</li> <li>Urban</li> <li>Suburban</li> <li>Rural</li> <li>Archeology</li> <li>Inhabitant</li> <li>Lenni-Lenape</li> <li>Immigration</li> <li>Industrial Revolution</li> <li>Transportation</li> <li>Communication</li> </ul>   |

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| <ul style="list-style-type: none"> <li>● Physical Map</li> <li>● Political Map</li> <li>● Topography</li> <li>● Compass Rose</li> <li>● Map Scale</li> </ul>  | <ul style="list-style-type: none"> <li>● Map Key</li> <li>● Title</li> <li>● Grid</li> <li>● Hemisphere</li> <li>● Climate</li> </ul>  |
| <p>Speaking and Listening:</p> <ul style="list-style-type: none"> <li>● Whole group discussion</li> <li>● Pair-Share</li> <li>● Collaborative Discussions</li> <li>● Teacher directed discussions</li> <li>● Student-led presentations</li> <li>● Follow agreed upon rules for discussion</li> <li>● Questioning techniques</li> <li>● Active Listening Strategies</li> <li>● Oral Presentations</li> <li>● Oral Reading</li> <li>● Oral response to questions</li> </ul>   | <p><b>Routine Writing:</b></p> <ul style="list-style-type: none"> <li>● Exit Ticket</li> <li>● Journaling</li> <li>● Reflections</li> <li>● Short Constructed Response</li> <li>● Note Taking</li> </ul>   |
| <p style="text-align: center;"><b>NJSLS Lessons:</b></p>  |  |
| <p><b>Core Idea:</b></p> <ul style="list-style-type: none"> <li>● Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.</li> <li>● Patterns of settlement differ markedly from region to region, place to place, and time to time.</li> <li>● Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</li> <li>● Human activities affect environmental characteristics of</li> </ul> | <p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>● Find important places in the United States &amp; New Jersey.</li> <li>● Discover New Jersey through virtual mini-tours and organize information in graphic organizer.</li> <li>● Name NJ state slogan, motto &amp; flag.</li> <li>● Collaborate to change either the state slogan or model and explain reasoning.</li> <li>● Discover United States through virtual exploration to define geography and connect to how people live.</li> </ul> |

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| <p>places or regions resulting in positive and negative impacts.</p> <ul style="list-style-type: none"> <li>• Chronological sequencing helps us track events over time</li> <li>• Interactions of people and events throughout history have shaped the world we experience today.</li> </ul> | <ul style="list-style-type: none"> <li>• Compare the five themes of geography to school through scavenger hunt,</li> <li>• Label physical maps.</li> <li>• Label political map with continents and oceans using directions.</li> <li>• Show distance between two locations using a map scale.</li> <li>• Find specific locations on a map using longitude and latitude.</li> <li>• Classify hemispheres of the world to determine climate of regions.</li> <li>• Compare climate difference between northern and southern hemisphere.</li> <li>• Brainstorm a list of landforms and define their characteristics.</li> <li>• Classify characteristics of landforms through virtual visits to different landforms on Google Earth.</li> <li>• Analyze a physical map of New Jersey to analyze regions and why so many people live within the state.</li> <li>• Analyze population based on different regions information.</li> <li>• Evaluate Population density map to determine most densely populated regions.</li> <li>• Interpret information about regions in New Jersey based on their landforms, natural resources and climate.</li> <li>• Recall information from relief maps of New Jersey and topography.</li> <li>• Deduct information about New Jersey's physical features by creating a physical map of NJ out of dough.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>● Compare the positives and negatives about urban, suburban and rural communities.</li> <li>● Identify Mount Holly on map.</li> <li>● Design a travel brochure about one of the regions in New Jersey.</li> <li>● Analyze information about the past to tell us about the present.</li> <li>● Explore Lenni-Lenape culture, lifestyle, and history .</li> <li>● Reflect and connect to the culture and lifestyle of the Lenni-Lenape.</li> <li>● Examine the cause and effect relationships of the arrival of the Europeans in new Jersey.</li> <li>● Explain how the major historical events from 1910 to 1940 helped to shape NJ as a state.</li> <li>● Demonstrate immigration through Ellis island simulation activity.</li> <li>● Analyze advertisement for inventions to determine how they changed over time and impacted the world.</li> <li>● Determine Thomas Edison's contributions to New Jersey.</li> <li>● Analyze different types of transportation through pictures.</li> <li>● Determine how communication has changed over the years through writing.</li> </ul> |
| <p><b>Day 1: Picture Walk of the United States</b></p> <p>Objective: I can activate my prior knowledge about my state and country.</p> <p>I can identify three facts about my state.</p> <p>Essential Question: What country do we live in? What state do we live in? What are special features of my country and state?</p> |   |

Materials: KWL Chart, Pencil, USA Pictures, NJ Slideshow, Social Studies Notebook

Engage: Begin with the KWL. Have students work together to complete the KWL about their country. Discuss after students finish.

Explore: Pass out the pictures of the USA. Have students write about what they THINK these pictures show.

Explain: Have a conversation after students are done about what they think each picture shows.

Elaborate: Class will engage in an introduction to New Jersey slideshow to open the unit.

Evaluate: Students will write three new facts they learned about New Jersey.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications.

Explore: No modifications.

Explain: No modifications.

Elaborate: No modifications.

Evaluate: Teacher assistance as needed

**Tier III**

Engage: No modifications.

Explore: Students may type their thoughts

Explain: No modifications.

Elaborate: No modifications.

Evaluate: Teacher assistance as needed

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## **Day 2: Nearpod: Getting to Know New Jersey**

Objectives: I can describe unique aspects of New Jersey with respect to geography, history, landmarks, industry, and culture.

I can design elements of a public relations campaign that celebrate the state based on what I've learned.

Essential Question: What makes New Jersey unique?

What are New Jersey's defining characteristics?

Engage: Where are you from?

Explore: What I Know About New Jersey

Students explore the 5 Categories of New Jersey with a partner - Geography, History, Landmarks, Industry, Culture

Students will take mini-tours of New Jersey. They will consider how each place helped make New Jersey what it is today.

After each exploration, class will complete "Getting to Know New Jersey" graphic organizer.

Class will review each section.

Elaborate: Students explore state slogan, motto and flag. Then, they will determine if they could change one of them, what it would be and why.

Evaluate: Students create a new slogan or motto for their idea. They draw a symbol or image that helps communicate their idea.

Where is New Jersey located?

## **Differentiation:**

### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications.

Explore: No modifications.

Elaborate: No modifications.

Evaluate: No modifications.

**Tier III**

Engage: No modifications.

Explore: Graphic organizer will include fill in the blank sections for students.

Elaborate: No modifications.

Evaluate: Teacher assistance as needed.

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**Day 3: Introduction to Geography**

Objective: I can define geography.

Essential Question: How does the geography of the U.S. impact how people live?

Materials: Article, Pencil, Social Studies Notebook

Engage: Introduce students to the guiding question.

Explore: Have students read the article about geography, completing the comprehension by color activity.

Explain: Look at the region map and discuss. Define geography.

Elaborate: have students complete the QR code activity, which takes them to various places in the USA using Google Earth. A QR code reader will be needed for this.

Evaluate: Wrap up by discussing the guiding question again on exit ticket.

**Differentiation:****General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate

- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

## **Tier II**

Engage: No modifications.

Explore: Teacher assistance as needed

Explain: No modifications.

Elaborate: No modifications.

Evaluate: No modifications.

## **Tier III**

Engage: No modifications.

Explore: Read and complete in small group with teacher

Explain: No modifications.

Elaborate: No modifications.

Evaluate: Students may answer exit ticket out loud

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## **Day 4: 5 Themes of Geography (Education.Com)**

Objective: I can give examples of the five themes of geography.

Essential Question: What are the five themes of geography?

Materials: Finding the Five Themes worksheet, Pencils

Key terms: location, place, region, movement, human-environment, interaction

Engage: Introduce students to the five themes of geography and have them discuss what each of the 5 themes mean.

Explore: Class will discuss and explore meaning of each.



Location: longitude and latitude of a place, or where a place is located in relation to another place

Place: characteristics created by humans such as languages, buildings, food, and transportation as well as physical characteristics such as animals, plants, and landforms

Region: an area that has certain characteristics in common

Movement: how people and ideas get from one place to another

Human-environment interaction: how humans and the environment affect one another.

Explain: Explain that students will be going on a scavenger hunt around the school to find examples of each of the five themes of geography. Hand out the Finding the Five Themes worksheet. Give students an example such as an iconic hill nearby being categorized under place.

Elaborate: Tell students that before going on the scavenger hunt around the school, they will practice by finding examples of the five themes right in their own classroom. Allow students to work with partners or small groups to find examples of the five themes around the classroom. Remind students to give some kind of justification of why that object or idea would belong in the given category. After a few minutes, have students share their ideas with the class. Make sure students are referring back to the definitions of the five themes of geography in order to help them justify why an object or idea would belong in a certain category.

Evaluate: Have students bring their worksheets and a pencil with them. Lead the class slowly around different parts of the school, giving students time to write down examples that they see. Students share their examples at the close of the activity.

Extension: iXL - Longitude & Latitude

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate

- Reduce auditory and visual distractions
- Small group instruction as needed

### **Tier II**

Engage: No modifications

Explore: Pre teach new vocabulary

Explain: No modifications

Elaborate: Teacher assistance as needed

Evaluate: No modifications

### **Tier III**

Engage: No modifications

Explore: Pre teach new vocabulary

Explain: No modifications

Elaborate: Teacher assistance as needed

Evaluate: No modifications

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### **Day 5 & 6: Types of Maps**

Objective: I can explore physical maps.

I can label political maps.

I can compare physical and political maps.

Essential Question: What do physical and political maps tell us?

Materials: Booklet, Pencils, Chromebooks

Day 1 - Give students copy of booklet on pages 3-6. Go through book together. Give students copy of page 8. Ask if they know what kind of map it is. Students will follow directions to identify New Jersey, oceans and its borders.

Day 2- Class will explore physical maps. Students will label a political map of the world. Students will compare political and physical maps. Teacher will help students label the continents and oceans using directions. Class will go over page and use Google Earth to identify.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II:**

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

**Tier III:**

- Use of sentence starters and word bank

- Utilize book to look up answers
- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists for projects

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### **Day 7, 8, 9 - Reading Maps (Scale, Coordinates)**

Objective: I can identify a compass rose, map scale, map key, title and grid on a map.

I can use a map scale to identify the distance between two locations.

I can explore latitude and longitude lines.

I can find places on a map using latitude and longitude lines.

I can predict what the climate in certain locations may be based on their hemisphere.

Essential Question: What are the key components of a map?

How does a map scale help me to find the distance between two locations?

How can I use longitude and latitude lines to find a specific location?

What does the location of a place on the globe tell me about its climate?

Materials: Social Studies Notebook, Pencil, Booklet, Longitude and Latitude Article, US Battleship Activity, Exit Ticket

Day 1 - Ask students how parents know how to get to a location when they are driving. Class will discuss using maps to determine location. Students will use booklet to guide. Class will discuss compass rose, map scale, map key, title, grid,

Day 2 - Class will go over process of using a map scale. Students will practice to find distance between two locations and then practice on their own. Students create map of their perfect classroom using a title, map key, compass rose and scale.

Day 3 - Students explore latitude and longitude through article. Class will explore Antarctic Circle, Tropic of Cancer, Prime Meridian, & Equator. Class will discuss activity together where they will identify states located at different areas of longitude and latitude. Class will discuss hemispheres. Class will discuss climate. Students will complete activity. Students play United States Battleship using longitude and latitude. Students will complete exit ticket on latitude and longitude.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II:**

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

- Use of checklist for projects

**Tier III:**

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists for projects

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**Day 10, 11, & 12 - Using Climate & Physical Maps**

Objective: I can explore world regions and how they are divided.

I can explain the difference between weather and climate.

I can discuss factors and affect climate.

I can explore the climate of New Jersey through a Plant Hardiness map.

I can identify landforms and their location on a map.

Essential Question: What are the regions of the world?

What is the difference between weather and climate?

What factors affect climate?

What is the climate of New Jersey?

What types of landforms are found in New Jersey?

Materials: World Map, Booklet, Chromebook, Social Studies Notebooks, Pencils, Geography Assessment

Day 1 - Class will explore world regions and how they are divided. Teacher will explain the difference between weather and climate. Students will read and discuss factors that affect climate in certain areas. Students will shade in areas of various climates. Students will determine region where they live. Students will discuss climate regions.

Day 2 - Students research weather going on in various areas and discuss what they found using chart.

Day 3 - Students are going to use a Plant Hardiness map to learn about the climate of New Jersey. Class will explore how to read this type of maps. Class will discuss what they notice about the climate difference between the north and the south. Class will discuss how climate would help determine where some people live or work.

Day 4 - Class will brainstorm a list of landforms. Class will visit The Appalachian Mountains, The Rocky Mountains, The Mississippi River & the Rio Grande River on Google Earth. Students will label these places on a map. Students will answer questions about map they created. Geography Assessment - Students will complete questions about map.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II:**

- Look back in text for answers

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

**Tier III:**

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists for projects

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**Day 13 & 14 - Labeling Maps**

Objective: I can find major cities and countries on a map.

Essential Question: Where are major cities and countries located on a map?

Materials: Chromebook, Social Studies Notebook, Pencil.



Day 1 - Students are going to add major cities to a map. Students will explore how to find countries on the map. With a partner, students label cities on map using Google Earth.

Day 2 - Students will label major cities of the United States with a partner using Google Earth

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II:**

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

**Tier III:**

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists for projects

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### **Day 15 & 16 - Geography of New Jersey**

Objective: I can identify the advantages and disadvantages of the geography of New Jersey.

Essential Question: How does the geography of New Jersey impact where people live?

What are the physical characteristics of each region in New Jersey?

Materials: Chromebook, Pencil, Social Studies Notebook, Map of the United State

Engage: Show students a map of the United States (Or use Handout 1). Point to New Jersey on the Atlantic Ocean. What might be the benefits and disadvantages of being next to an ocean?

Explore: What are the natural regions of New Jersey? Show students a physical map of New Jersey at <http://geology.com/topographicphysical-map/new-jersey.shtml> (Handout 2) and a map of New Jersey's rivers at <http://geology.com/lakes-rivers-water/new-jersey.shtml> (Handout 3)

Explain: Introduce the four natural regions of New Jersey using Handout 4. What are the physical characteristics in each region? They may also do this in small groups.

1) Appalachian Ridge and Valley in the northwestern part of the state.

- A ridge is a long, narrow chain of mountains.
- The Kittatinny Mountains are a long ridge that crosses much of the western part of this region.

## 2) The Highlands

- This region includes flat-topped ridges and narrow valleys to the east of the Kittatinny Mountains.
- Lake Hopatcong, the state's largest lake, is in this region, which has many forests and lakes.
- The region is a popular place for hiking and camping.

## 3) Piedmont Region

- Many of New Jersey's largest cities and rivers are in this region.
- The Hudson River flows along the eastern edge of the region.
- The Delaware River is at the southern end.

## 4) Atlantic Coastal plain

- A plain is a low, flat area.
- This region includes the central and southern part of the state.
- The western part has rich, fertile soil with farms and orchards.
- The eastern part, along the coast, is sandy and covered with marshes and pine trees.

Elaborate: How does geography influence what you do? Where do people live in New Jersey? New Jersey is the most densely populated state in the United States. Population density is determined by dividing the number of people living in an area (New Jersey's population is 8.865 million) by the size of the state (7,417 square miles).

Evaluate: Why do you think so many people live in New Jersey? The population is not evenly spread out across the state. See a map of NJ's major cities at <https://geology.com/cities-map/new-jersey.shtml> (Handout 5).

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions

- Small group instruction as needed

### **Tier II**

Engage: Use of handout.

Explore: No modifications.

Explain: No modifications.

Elaborate: Students may answer verbally.

Evaluate: Students may answer verbally.

### **Tier III**

Engage: Use of handout.

Explore: No modifications.

Explain: No modifications.

Elaborate: Students may answer verbally rather than in science notebooks.

Evaluate: Students may answer verbally rather than in science notebooks or on exit ticket.

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### **Day 17, 18, 19, 20 - US Regions**

Objective: I can identify the regions of the United States.

I can research the landforms, natural resources and climate found in each region.

I can determine which parts of a map are most densely populated.

Essential Question: What are regions?

What landforms, natural resources and climate are found in each region?

Materials: Chromebook, Pencil, Social Studies nOtebook, Population Density Map, Regions Assessment

Day 1 - What are regions? Class will discuss. Teacher will divide class into regions. Students share their regions. Why were they divided in that way. Class will discuss population density map and determine which parts of the map are most densely populated. Students complete activity.

Day 2, 3, 4 - Students explore one region per day. They will read about the landforms, natural resources, and climate of each region. Students take notes in their workbook. Students create a presentation to explain what region is about. Class will complete Regions Assessment

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II:**

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

**Tier III:**

- Use of sentence starters and word bank

- Utilize book to look up answers
- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists for projects

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### **Day 21, 22, 23, 24 - New Jersey Regions & Environment**

Objective: I can explore a relief map to explore the topography of New Jersey.

I can identify how humans affect the regions of New Jersey in a negative way.

I can analyze which what each region has in common and how they are different.

Essential Question: How are the geographic regions of New Jersey impacted by humans?

Materials: Relief Map, Worksheets, Play Dough

- Class explores a relief map. Class will discuss topography of New Jersey. Where are the mountains located in the state? What else do they notice about the state?
- Class will explore geographic regions of New Jersey. Class will discuss climate information and complete questions.
- Students read and discuss the Ridge & Valley Region. Students view landforms. Students complete activity. Students write about each landform. Students will repeat activity for Highlands, Piedmont, & Atlantic Coastal Plain.

- Class will discuss how humans affected each of these regions in a negative way. Class will analyze what each region has in common and how they are different.
- Students will create a physical map of New Jersey out of dough.

**Differentiation:****General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II:**

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

**Tier III:**

- Use of sentence starters and word bank

- Utilize book to look up answers
- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists for projects

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### **Day 25 - Communities - Urban, Suburban, Rural**

Objective: I can identify the difference between urban, suburban, and rural areas.

Essential Question: Would you rather live in an urban, suburban or rural area?

Materials: Article, Pencils, Social Studies Notebook

Engage: Introduce students to the guiding question.

Explore: Read the article (independently or as a class).

Explain: Discuss the major vocabulary and complete the comprehension by color activity.

Elaborate: Have students begin having conversations about what they think would be the positives and negatives of living in urban and rural areas. You may need to provide guidance here, as they may not have a ton of background information.

Evaluate: Students define the area they live in and surrounding communities. They define features of those communities.

### **Differentiation:**

### **General Accommodations/Modifications:**



- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

### **Tier II**

Engage: No modifications

Explore: No modifications

Explain: Pre teach new vocabulary

Elaborate: No modifications

Evaluate: No modifications

### **Tier III**

Engage: No modifications

Explore: Read article in small group if not as whole group

Explain: Pre teach new vocabulary

Elaborate: No modifications

Evaluate: Teacher assistance as needed

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### **Day 26 - Urban, Suburban & Rural New Jersey**

Objective: I can use a population density map to identify rural, urban and suburban areas of New Jersey.

I can research a region in New Jersey and share facts about my region.

Essential Question: How can I identify rural, urban, and suburban areas of New Jersey using a population density map?

Materials: Chromebook, Pencil, Social Studies Notebook, Population Density Map, Paper, Art Materials, Project Handout

Engage: Do you see any connections between New Jersey's physical geography—where the rivers and mountains are—and where its cities have developed?

Explore: What do urban, suburban, and rural mean?

- 1) Urban—means a city. The U.S. Census Bureau defined “urban” in 2010 as an area having more than 50,000 people.
- 2) Suburban—indicates those population clusters that grew up around cities. The U.S. Census Bureau defined “suburban” population clusters in 2010 as areas with populations greater than 2,500 but less than 50,000.
- 3) Rural--means countryside. We think of farms and New Jersey has plenty of rural areas and farms. This would include all the areas with less than 2,500 people.

Explain: Using the Population Density Map (Handout 6) ask students to identify rural, urban and suburban areas of New Jersey, and to compare the Population Density Map with the map of New Jersey's major cities.

Elaborate: Identify the town where you live on the map with New Jersey's major cities. Do you live in an urban, suburban or rural area?

Take a Virtual class trip at <http://www.virtualclasstrip.com/> Why might some areas of New Jersey be more suited for people to live than others?

Evaluate: Make a Travel brochure Distribute the directions for the New Jersey Regions Project (Handout 7) Ask each student to pick one region for their brochure. Students will use research links online to create their rough copy. Once finished, they will submit the rough copy for teacher approval before completing the final copy. Students share with the class.

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

### **Tier II**

Engage: No modifications

Explore: No modifications  
Explain: No modifications  
Elaborate: No modifications  
Evaluate: No modifications

### **Tier III**

Engage: No modifications  
Explore: No modifications  
Explain: Teacher assistance as needed  
Elaborate: No modifications  
Evaluate: Teacher assistance as needed

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### **Day 27, 28, 29 - A New Nation**

Objective: I can create a timeline to show four eras of early people in New Jersey.

I can identify the meaning of archaeology and how it impacts the history of New Jersey.

I can explore the lifestyle of the Lenni-Lenape Indians.

Essential Question: How do we know about the past?

Who were the first inhabitants of New Jersey?

How is the Lenni-Lenape lifestyle similar to my own?

Materials: Article, timeline Worksheet, Native Americans Article, Google Earth, Chromebook, Video on Lenni-Lenape

Day 1 - Class will discuss how we know about the past thanks to fossils and tools that were left behind. Class will discuss Archaeologists. Students read and discuss. What do these items discovered by archaeologists tell us about New Jersey's earliest people? Class will create a timeline to show four eras of early people in New Jersey. Class will explore what archaeology is.

Day 2 - Class will discuss Native Americans, specifically the Lenni-Lenape. Class will read and discuss about Native Americans. Students will explore Native American locations using Google Earth.

Day 3 - Class will read and discuss the homes section and show video of how wigwam is build. Class will explore food . Class will watch a video. Students write about what they learned.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II:**

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

**Tier III:**

- Use of sentence starters and word bank
- Utilize book to look up answers

- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists for projects

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### **Day 30, 31, 32, 33 - Lenni Lenape**

Objective: I can explore how history was communicated by the Lenni-Lenape.

I can explore the European Arrival in New Jersey.

I can create a timeline of the history of the Lenni-Lenape.

I can compare the culture of the Lenape to my own culture.

Essential Question: What is culture?

Who were the first inhabitants of New Jersey?

What caused the Lenape population to drop in New Jersey?

Materials: Articles, Videos, Chromebook, Pencil, Social Studies Notebook, Assessment

Day 1 - Students read about spirits and watch video. Students read “Communicating their History”. Students answer questions about what they read. Students read “Using Natural Resources to Heal”. Students read about sweat lodges. Class will watch video.

Day 2 - Class will read about the vision quest and watch a video. Students will answer question about the video. Then, students will read about matrilineage and answer questions.

Day 3 - Students will read about the European Arrival. Students will answer cause and effect questions about the text. Students will complete timeline of the History of the Lenni-Lenape based on what they have read. Students will read about the Lenape population what what caused it to drop.

Day 4 - Students will identify what culture is. Class will compare the culture of Lenape to their own culture. Class will explore cultural contributions of Native Americans. Class will complete assessment on Lenni Lenape.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II:**

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

**Tier III:**

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

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**Day 34, 35, 36, 37 - History 1910s-1940s**

Objective: I can explore the history of the United States from 1910 - 1940.

Essential Question: How does the history of the United States impact how New Jersey was created?

Materials: Booklet, Pencil, Assessment

Day 1 - Students will receive The United States 1910-1940 Booklet. Students will read about World War I and complete the cause and effect chart.

Day 2: The Roaring Twenties - Students read and discuss about the Roaring Twenties. Students complete cause and effect chart based on what they read. Then, students will complete assembly line activity.

Day 3- The Great Depression - Students will read and discuss about The Great Depression. Students will identify the causes of the Great Depression and complete a cause and effect chart.

Day 4: World War II - Students will read about World War II and discuss. Then, they will complete cause and effect chart about World War II. Students will complete Assessment based on information they learned throughout the week.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II:**

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

**Tier III:**

- Use of sentence starters and word bank
- Utilize book to look up answers



- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

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### **Day 38 & 39 - Immigration**

Objective: I can identify why immigrants move where they do.

I can create an immigration timeline.

Essential Question: What are the reasons people immigrate to the United States?

Materials: Video, Booklet, Pencil

Day 1: Play <https://www.youtube.com/watch?v=yMaKzQBtJyk>

Ask students if they or any members of their families are immigrants. Students share experiences with immigrants in their community.

Class discusses why immigrants move where they do. Class will explore interactive map:

<http://metrocosm.com/animated-immigration-map/>

Class will explore the top countries change during different eras. Class will discuss push and pull factors. Class will explore immigration timeline. Students will determine what reasons people have for immigrating to the United States.

Day 2: Class will watch: <https://www.youtube.com/watch?v=VPzNA9JsoXg>. Class will read and discuss together. Class will visit Ellis Island using Google Earth. Then, students will visit website to show photos and listen to audio from Ellis Island passengers. Class completes Ellis Island simulation in stations.

Examining Identity and Assimilation: Learning for Justice:

<https://www.learningforjustice.org/classroom-resources/lessons/examining-identity-and-assimilation>

Exploring Young Immigrant Stories: Learning for Justice:

<https://www.learningforjustice.org/classroom-resources/lessons/exploring-young-immigrant-stories>

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II:**

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

**Tier III:**

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

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**Day 40 & 41 - Inventions**

Objective: I can identify how the Industrial Revolution caused laws to change.

I can identify how technology evolved over the years to help workers be more productive.

I can explore Thomas Edison's contributions to the world.

Essential Question: How did the Industrial Revolution cause laws to change?

What inventions helped to change the world?

What contributions did Thomas Edison have on the world?

Materials: Videos, Articles, Worksheets

Day 1: Students read about the Industrial Revolution. Students complete cause and effect table associated with reading. Students watch:

<https://www.youtube.com/watch?v=KHmqEqJN59o>

Students read and discuss about how laws changed during the Industrial Revolution. Class will discuss laws that were passed over the years.

Day 2: Students read about Inventions that Changed the World. Class discusses how machines helped workers be more productive. Students are given photographs of advertisements of machines. Students look at advertisements and answer questions about what they noticed.

Day 3: Students read about Thomas Edison. Students explore Thomas Edison's contributions to the world on:

<https://www.nps.gov/webrangers/activities/edison>

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II:**

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

**Tier III:**

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

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**Day 42 & 43 - Transportation, Communication**

Objective: I can explore how transportation has changed over time.

I can explore how communication has changed over time.

Essential Question: What means of transportation are still used today?

How has communication changed over the years?

How has the evolution of transportation and communication impacted the lives of people in New Jersey?

Materials: Videos, Booklets, Photos

Day 1: Groups will be given copies of pictures of different types of transportation. Students discuss the photos and guess what they will be studying. Students are asked what means of transportation do we use now and what types of transportation was used in the past. Class will watch <https://www.youtube.com/watch?v=FaLCQo8NJFA>

Class will read and discuss transportation booklet that explores transportation before the Industrial Revolution, the invention and improvements of transportation and how it impacted trade. Students will determine how the Steamboat, Erie Canal and Locomotive helped to solve a problem.

Day 2: Groups will be given photos. Students will sort them according to when they were used. Students will try to determine what they are. Class will discuss communication methods of the past that we no longer use. Class will watch:

<https://www.youtube.com/watch?v=Oay2Qy3wBe8>

Class will discuss the video and determine how communication changed over the years. Class will use Communication Then & Now flipbook to understand how communication changed over time. Students will explore the printing press, telegraph, telephone, radio, television, and internet. As an exit ticket, students will write about how technology changed history based on what they read.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II:**

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions

- Small group instruction as needed
- Use of checklist for projects

**Tier III:**

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

**Unit Assessments:** Geography Assessment, Lenape Assessment, History Assessment

**Formative:** KWL Chart, Discussion, Journaling, Graphic Organizers, Comprehension Questions, Stop & Jot  
Labeling Maps, Reading Maps, Exit Ticket

**Summative:** Research Projects, Analyzing Maps, Scavenger Hunt, Creating Maps, Travel Brochure, Create a New Slogan or Motto

**Social Studies Unit 3 Grade 4**

|   |  |
|---|--|
| Unit Title                                | Economics  |
| Recommended Pacing                        | 28 Days  |
| Unit Overview                             | In this unit, students will explore how economic decision making involves setting goals and identifying the resources available to achieve those goals. Students will investigate the incentives that motivate people which is essential part of analyzing economic decision making. Students will identify that exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. They will understand that markets exist to facilitate the exchange of goods and services. They will explore the national economy which studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. They will focus on market and global economies, identify that working together influence economic growth and fluctuations in well-being. They will understand why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions.. |
| Social Studies Practices                  | <ol style="list-style-type: none"> <li>1. Developing Questions and Planning Inquiry</li> <li>2. Gathering &amp; Evaluating Sources</li> <li>3. Seeking Diverse Perspectives</li> <li>4. Developing Claims &amp; Using Evidence</li> <li>5. Presenting Arguments &amp; Explanations</li> <li>6. Engaging in Civil Discourse &amp; Critiquing Conclusions</li> <li>7. Taking Informed Action</li> </ol>  |
| Supplemental Class Resources              | <ul style="list-style-type: none"> <li>- iXL</li> <li>- Reading Wonders</li> <li>- Google Drive Resources</li> <li>- Nearpod</li> </ul>  |
| District/School Formative Assessment Plan | <ul style="list-style-type: none"> <li>● Teacher Observation</li> </ul>  |



|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>● Presentations</li> <li>● Quizzes/Test</li> <li>● Portfolios</li> <li>● Group Projects/Discussions</li> <li>● Constructed Response</li> <li>● Speeches/Debates</li> </ul>  |
| Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy | <p>An individual's financial traits and habits affect his/her finances.</p> <ul style="list-style-type: none"> <li>● 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.</li> <li>● 9.1.5.FP.2: Identify the elements of being a good steward of money.</li> </ul> <p>Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.</p> <ul style="list-style-type: none"> <li>● 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.</li> <li>● 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).</li> </ul> <p>Not all financial information is accurate or truthful.</p> <ul style="list-style-type: none"> <li>● 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members</li> </ul> <p>People can choose to save money in many places such as home in a piggy bank, bank or credit union.</p> <ul style="list-style-type: none"> <li>● 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.</li> </ul> <p>Taxes are collected on a variety of goods and services at the local, state, and federal levels.</p> <ul style="list-style-type: none"> <li>● 9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."</li> <li>● 9.1.5.EG.2: Describe how tax monies are spent</li> </ul> <p>There is a broader economic system that influences your financial goals.</p> <ul style="list-style-type: none"> <li>● 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.</li> <li>● 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.</li> </ul> |

|   |  |
|---|--|
|   | <p>There are agencies, laws, and resources to protect individuals as consumer</p> <ul style="list-style-type: none"> <li>● 9.1.5. EG.5: Identify sources of consumer protection and assistance.</li> </ul> <p>There are specific steps associated with creating a budget.</p> <ul style="list-style-type: none"> <li>● 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.</li> </ul> <p>Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.</p> <ul style="list-style-type: none"> <li>● 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).</li> </ul>  |
| Computer Science and Design Thinking (Technology) | <ul style="list-style-type: none"> <li>● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li>● 8.1.5.DA.2: Compare the amount of storage space required for different types of data.</li> <li>● 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</li> <li>● 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.</li> <li>● 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system</li> <li>● 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).</li> <li>● 8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process.</li> <li>● 8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process.</li> </ul> |
| Diversity, Equity, and Inclusion                  | <ul style="list-style-type: none"> <li>● Students will be exposed to a plethora of resources and materials that are inclusive of culture, religion, race, ethnicity, and ability.</li> <li>● Sensible Consumers: Learning for Justice<br/> <a href="https://www.learningforjustice.org/classroom-resources/lessons/sensible-consumers">https://www.learningforjustice.org/classroom-resources/lessons/sensible-consumers</a> </li> </ul>   |
| Climate Change                                    | <ul style="list-style-type: none"> <li>● A nation's economy is influenced by its government, human and physical capital,</li> </ul>  |

|                                   |   |
|-----------------------------------|---|
|                                   | availability of resources, and technological progress.  |
| Amistad Law                       | <ul style="list-style-type: none"> <li>Students will explore global trade.</li> </ul>   |
| Holocaust Law                     | <ul style="list-style-type: none"> <li>Students will explore global trade and economies.</li> </ul>   |
| LGBT and Disabilities Law         | <ul style="list-style-type: none"> <li>Students will work together to understand what it takes to create resources with individuals of specialized fields.</li> </ul> |
| Asian Americans/Pacific Islanders | <ul style="list-style-type: none"> <li>Students will explore global trade.</li> </ul>   |

#### **Math Student Learning Objectives Covered in this Unit**

4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

#### **ELA Student Learning Objectives Covered in this Unit**

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.  
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the

information provided.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Assessment  
Discuss and compare folktales related to regions - student response in writing

### Modifications

Example:

#### **Unit 3 Modifications:**

SPED: Provide visuals for students throughout the lesson on promethean board and the focus wall; allow extra time for activities to be completed; dictated responses in lieu of written work; hands on activities instead of pencil and paper

ESL/ELL: Describing pictures or classroom objects; Providing information in graphic organizers; Identifying real life objects based on descriptive oral phrases or short sentences;

504 Students: Provide a checklist of the steps needed to complete the problem; Provide lots of white-space to make it less busy; If still struggling, reteach and retest

At-Risk Students: Reduce the number of problems given; Give extra time

Gifted and Talented: Added detail to written work; find connecting stories from classroom library and compare to the lessons;

### Unit 3: Economics

**NJ Student Learning Standards: Social Studies Grade 4**

**Length: 28 Days**

- 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.
- 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.EconNM.1: Explain the ways in which the **government** pays for the goods and services it provides.
- 6.1.5.EconNM.2: Use data to describe how the **availability of resources** in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5.EconNM.4: Explain how **creativity and innovation** resulted in scientific achievement and inventions in many cultures during different historical

#### Essential Questions:

- What is economics?
- What is money?
- What is money used for?
- What is money like around the world?
- What is a market economy?
- What is a good?
- What is a service?
- What is the difference between natural, capital, and human resources?
- What is my role as a consumer and producer in my community?
- What is the difference between a producer and consumer?
- How does supply and demand impact my every day life?
- What is the law of supply and demand?
- What is division of labor?
- What are the characteristics of a market economy?
- What is circular flow?
- How are daily, weekly, and monthly budgets created?
- How can starting a business help others?
- How are items exchanged?
- How are decisions made within the economy?
- What are incentives and how do they impact the United States economy?
- How are items produced within the economy?
- How does global competition impact our national economy?

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| <p>periods.</p> <ul style="list-style-type: none"> <li>6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the <b>global economy</b>.</li> <li>6.1.5.EconNM.7: Describe the role and relationship among <b>households, businesses, laborers, and governments</b> within the economic system.</li> </ul>                    | <ul style="list-style-type: none"> <li>How do changes in the economy impact employment rates?</li> <li>Why does the government use taxes to fund public agencies and goods?</li> <li>How can I create a budget?</li> <li>How are savings plans created?</li> <li>Sensible Consumers: Learning for Justice<br/> <a href="https://www.learningforjustice.org/classroom-resources/lessons/sensible-consumers">https://www.learningforjustice.org/classroom-resources/lessons/sensible-consumers</a> </li> </ul> |
| <p><b>Unit Focus and Targets:</b></p>  |  |
| <p><b>Content Vocabulary:</b></p> <p>Economics<br/> Money<br/> Good<br/> Service<br/> Consumer<br/> Producer<br/> Want</p>   | <p><b>Content Vocabulary:</b></p> <p>Need<br/> Supply<br/> Demand<br/> Scarce<br/> Available<br/> Earnings<br/> Budgeting</p>  |
| <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>Whole group discussion</li> <li>Pair-Share</li> <li>Collaborative Discussions</li> <li>Teacher directed discussions</li> <li>Student-led presentations</li> <li>Follow agreed upon rules for discussion</li> <li>Questioning techniques</li> <li>Active Listening Strategies</li> <li>Oral Presentations</li> </ul> | <p><b>Routine Writing:</b></p> <ul style="list-style-type: none"> <li>Exit Ticket</li> <li>Journaling</li> <li>Reflections</li> <li>Short Constructed Response</li> <li>Note Taking</li> </ul>   |

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| <ul style="list-style-type: none"> <li>● Oral Reading</li> <li>● Oral response to questions</li> </ul>   |  |
| <b>NJSLS Lessons:</b>  |  |
| <p><b>Core Idea:</b></p> <ul style="list-style-type: none"> <li>● Economic decision making involves setting goals and identifying the resources available to achieve those goals.</li> <li>● An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.</li> <li>● The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.</li> <li>● The government uses a variety of tools to pay for goods and services it provides to individuals and communities.</li> <li>● A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.</li> </ul> | <p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>● Create new form of money based on research. .</li> <li>● Define economics based on video and readings.</li> <li>● Distinguish between goods and services.</li> <li>● Determine the relationship between goods and services in scavenger hunt activity.</li> <li>● Organize Natural, Capital &amp; Human Production Resources</li> <li>● Formualte chart on producers &amp; consumer.</li> <li>● Research and analyze information in the World's Largest Producers.</li> <li>● Recall the factors of production.</li> <li>● Analyze producers and consumers in my area.</li> <li>● Collaborate to create a product in an Assembly Line.</li> <li>● Construct an advertisement for product.</li> <li>● Reflect upon the Division of Labor within an Assembly Line.</li> <li>● Define a Market Economy</li> <li>● Show Circular Flow through modeling.</li> <li>● Propose a Meal Planning Shopping List to understand earnings and budgeting.</li> <li>● Make up a businesss given guidelines.</li> <li>● Model a trade simulation</li> </ul> |

- Substitute Goods Sort to understand economic decision making.
- Demonstrate economic incentives through Fees and fines activity,
- Develop automobile timeline to show specialization of labor.
- Activate prior knowledge on global economy.
- Sort information about the Labor Force.
- Plan and imagine an ideal Birthday Party on a Budget.
- Compile a savings plan given information learned in the unit.

### **Day 1 & 2 What is Economics?**

Objective: I can identify questions economists ask when examining the United States.

Essential Question: What is economics?

Materials: Word Cards: scarcity, limited resources, unlimited wants, human resources, natural resources, capital resources, opportunity cost, economics, economic system Questions Economists Ask Printable Resources Anchor Chart Scarcity and Choices Activity What Is Economics? Comprehension Lesson 1 Exit Ticket

Suggested Read Aloud: The Good Garden by Katie Smith Milway

Engage: Begin lesson with a pack of gum or candy. Explain to students that you want to share your gum/candy with them, but there is not enough for every student to have a piece. Ask students why they all can't have their own piece. Cold call for responses.

Explore: Explain to students that because there aren't enough pieces for everyone to have some, they are experiencing scarcity. Display word card for scarcity. Tell students when there are limited resources and unlimited wants, scarcity takes place. No matter what, people will always have an unlimited amount of wants and resources will always be limited. There will never be an infinite amount of resources for everyone to have. People must make choices about how they spend their money.

Explain: Introduce the word card for economics and briefly discuss. Introduce the word card for economic system. Explain that economists use this system to answer questions about the economy.

Display the Questions Economists Ask printable and discuss why answering these questions might be important. 6



Elaborate: Distribute the Scarcity and Choices activity and complete the first item together. Allow students time to complete the rest independently or in small groups. Once students have completed, discuss and review the choices students produced for each of the scenarios. Begin to construct the Resources Anchor Chart together as a class. Make sure to guide students through each of the steps and provide time for discussion. Tell students that throughout this entire unit they will be discussing and learning about the economic system which is used in the United States.

Evaluate: Distribute the What Is Economics comprehension page for students to complete either independently. Allow students time to complete the Lesson 1 Exit Ticket.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications

Explore: No modifications

Explain: Pre teach new vocab

Elaborate: Teacher assistance as needed

Evaluate: No modifications

**Tier III**

Engage: No modifications

Explore: No modifications

Explain: Pre teach new vocab

Elaborate: Teacher assistance as needed

Evaluate: No modifications

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## **Day 2: Introduction to Economics**

Objective: I can explore why we need money.

Essential Question: What is money?

What is money used for?

What is money like around the world?

Materials: Handouts/Google Slides

Engage: Class will explore unit vocabulary: economics, good, service

Explore: What is money?

What is money used for?

What is money like around the world?

Explain: Class will read “The History of Money”

Elaborate: Students will identify key economics vocabulary words from context clues: barter, counterfeit, coins, greenbacks

Centers:

True or False Sort - Students will read statements about money and classify them if they are true or false.

Cause & Effect Sort - Students will be given cause or effect to match based on information in the passage.

Create your Own Money: Students create a new form of money that can be used in the United States. They will describe and explain their money. Then, they will draw their new form of money.

Evaluate: With a partner, students will answer the following questions:

1. Why is there a need for money?
2. List the characteristics of money.
3. List different forms of money throughout history.
4. Describe what money is like today.

Extension: iXL What is Economics?

**Differentiation:****General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: Pre-teach new vocabulary.

Explore: No modifications.

Explain: No modifications.

Elaborate: Pre-teach new vocabulary.

Evaluate: No modifications.

**Tier III**

Engage: Pre-teach new vocabulary.

Explore: No modifications.

Explain: No modifications.

Elaborate: Pre-teach new vocabulary.

Evaluate: No modifications.

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**Day 4 : Goods & Services**

Objective: I can identify the difference between goods and services.

Essential Question: What is a good?

What is a service?

Can businesses provide goods and services?

Materials: Handouts/Google Slides

Engage: Class will watch video on economics & complete the viewing guide.

Explore: Class will read “Goods & Services” passage with a partner.

Explain: Class will view “Goods & Services” video.

Elaborate: Class will complete vocabulary page with definitions of goods and services.

Evaluate: Class will go on a “Good or Service Scavenger Hunt.

Then, they will do a Good or Service Sort where they will read each card and sort them as a good or service.

Finally, Students will answer questions about various professions and if they provide goods, services or both.

Extension: iXL Goods & Services

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

### **Tier II**

Engage: No modifications.

Explore: Students will have access to various levels of reading materials.

Explain: No modifications.

Elaborate: Pre-teach vocabulary.

Evaluate: No modifications.

**Tier III**

Engage: No modifications.

Explore: Students will have access to various levels of reading materials.

Explain: No modifications.

Elaborate: Pre-teach vocabulary.

Evaluate: Students may answer questions out loud.

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**Day 5: Natural, Capital & Human Resources**

Objective: I can identify the difference between natural, capital, and human resources.

Essential Question: What is the difference between natural, capital, and human resources?

Materials: The Three Little Pigs Book, Resource Chart, Hamburger Worksheet, Sort Worksheet

Engage: Class will read “The Three Little Pigs”. Class will discuss the events in the story.

Explore: Class will discuss straw, wood and brick. Class will discuss additional resources needed to build houses and who is needed to build houses.

Explain: Class will discuss three different types of resources

- Natural Resources - those items that can be found in nature.
- Capital Resources - those items that must be purchased
- Human Resources - those individuals who get the job done.

Elaborate: Class will create a production resource chart - Natural Resources, Capital Resources, Human Resources based on the information in the story. Class will watch a video on natural, capital and human resources.

Evaluate: Students will complete natural, capital and human resources to make a hamburger with a partner. Then, they will complete capital, natural and human resources sort.

**Differentiation:****General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate

- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

### **Tier II**

Engage: No modifications

Explore: No modifications

Explain: Pre teach new vocabulary

Elaborate: No modifications

Evaluate: No modifications

### **Tier III**

Engage: No modifications

Explore: No modifications

Explain: Pre teach new vocabulary

Elaborate: Teacher assistance to create chart

Evaluate: No modifications

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### **Day 6: Are You a Producer or Consumer? (Education.Com)**

Objective: I can identify the consumers and producers in a community nad their functions.

Essential Question: What is my role as a consumer and producer in my community?

Materials: Chart Paper, Construction paper, Markers, Whiteboard, Pencils

Key Terms: Goods, Consumer, Producer.

Engage: Ask your students to list items that their families like to buy.

Explore: Discuss items that they buy to meet their needs for food, shelter, and clothing. Identify these items as goods. Next, ask your students to name some services their families pay for, such as haircuts. Review with students that goods are things people make or use to satisfy others' needs and wants.

Explain: Tell your students that people who use services and goods are called consumers, and people typically pay money to receive goods and services. Define producers as people who provide or make goods and services for consumers. Draw 2 boxes on the whiteboard or chart paper. Label one box Goods and the other Services. Ask student volunteers to give examples of goods and services people pay for, and put their answers in the appropriate boxes.

Elaborate: Ask your students to explain some of the chores they do around their house. Discuss how parents provide many services around the house without pay, such as cooking and cleaning. Potential guiding questions include: What services do your parents perform to help you out? Do they cook for you? Do they clean? Ask your students to further identify services that people use. Great discussion questions include: Why are the work or services people do in a family important? What are some other goods and services your families consume from outside of the family?

Evaluate: Hand out construction paper. Ask your students to draw a line down the middle and label one side Producer and one side Consumer. Direct your students to list and illustrate 4 types of producers in the Producer column. Ask students to write the services or goods provided by the producers. In the Consumer column, instruct your students to list who would use or consume the services or goods listed across from them.

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

### **Tier II**

Engage: No modifications

Explore: No modifications  
Explain: No modifications  
Elaborate: No modifications  
Evaluate: No modifications

### **Tier III**

Engage: No modifications  
Explore: No modifications  
Explain: No modifications  
Elaborate: No modifications  
Evaluate: Teacher assistance as needed

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### **Day 7: Consumer & Producer**

Objective: I can identify the difference between producers and consumers.

I can research about the world's largest producers and report on my findings.

Essential Question: What is the difference between a producer and a consumer?

Materials: Handouts/Google Slides

Engage: Teacher will ask the difference between producer and a consumer. Class will discuss. Class will watch the consumers & producers videos

Explore: With a partner, students will read the passage "Consumer and Producers"

Explain: Class will fill in vocabulary page with definitions of consumer, producer, wants, and needs.

Elaborate:

Centers:

Sort: Class will complete "Consumer or Producer" chart.

I'm Stranded on an Island! Activity (Needs & Wants)

The Lemonade Stand Activity

Evaluate: Students will research the "World's Largest Producers" of goods.



**Differentiation:****General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications.

Explore: Students will have access to various levels of reading materials.

Explain: Pre-teach vocabulary.

Elaborate: Teacher assistance as needed.

Evaluate: Teacher assistance as needed.

**Tier III**

Engage: No modifications.

Explore: Students will have access to various levels of reading materials.

Explain: Pre-teach vocabulary.

Elaborate: Teacher assistance as needed.

Evaluate: Teacher assistance as needed.

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**Day 8: Supply & Demand**

Objective: I can explore supply and demand within given scenarios.

Essential Question: How does supply and demand impact my every day life?

Materials: Handouts/Google Slides

Engage: Class will review vocabulary for supply, demand, scarce, and available.

Explore: Class will watch a video on supply and demand.

Explain: Class will read “The Law of Supply & Demand” passage.

Elaborate: Class will fill in vocabulary chart with the words supply, demand, scarce, and available.

Evaluate: Students will complete the 10 supply and demand question cards.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: Pre-teach vocabulary.

Explore: No modifications.

Explain: Students will have access to various levels of reading materials.

Elaborate: No modifications.

Evaluate: No modifications.

**Tier III**

Engage: Pre-teach vocabulary.

Explore: No modifications.

Explain: Students will have access to various levels of reading materials.

Elaborate: No modifications.

Evaluate: No modifications.

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### **Day 9, 10, 11: Supply & Demand**

Objective: I can explain the law of supply and demand.

I can predict the cost of an item based on the law of supply and demand in a market economy.

I can describe the relationship between supply and price, and demand and price.

Essential Questions: What is the law of supply and demand?

What causes prices to go up or down?

Materials: Listed in centers activities, Nonfiction passage, Pencil, highlighter

Vocab: rare, inverse, unpopular, increase, charge

Class reads the nonfiction passage.

Class reviews the vocabulary words and annotates the text.

Students use reading strategies to to guide discussion.

Class watches video and discusses what they learned about supply and demand.

Students think of real-world examples of how supply and demand as affected them in their purchasing decisions.

Economics Centers

1. Factors of Production Game

- a. Vocab: Profit, Entrepreneur, Natural Resource, Human Resource Capital
- b. Materials: Game Board, Paper Clip, Pencil
- c. Students spin the spinner to identify human resources, natural resources and capital resources.

2. Goods and Services Town

- a. Vocab: Goods, Services
- b. Materials: Sentence Strips, Glue
- c. Students create a tiny village with goods and services. They must include three stores that sell goods and three that offer services.

3. Producers and Consumers - Make Connections

- a. Vocab: Goods, Services, Consumers, Producers

- b. Materials: Scissors, Producer Cards
  - c. Students will use cards like dominoes to connect producers to one other producers that they need.
- 4. Specialization of Labor - Assembly Line (Service Project)
  - a. Vocab: Division of Labor
  - b. Materials: Tagboard or Cardboard, Yarn, Markers or Grayons, hole Punch, Scissors
  - c. Students will create bookmarks with a group and divide the jobs up evenly to distribute to others.
- 5. Economic Incentives - Create an Advertisement
  - a. Vocab: Incentive, Consequence, Entrepreneur
  - b. Materials: Poster, Drawing Utensils
  - c. Students will design a flier to advertise their store. They will come up with an incentive to offer customers.

Rubric will be used for each center

Extension: iXL - Understand Overall Supply and Demand

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

Students will have access to various reading levels for the passage.

Pre teach vocabulary.

Teacher assistance as needed for centers.

Tier III:

Students will have access to various reading levels for the passage.

Pre teach vocabulary.

Teacher assistance as needed for centers.

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**Day 12: Division of Labor - Good or Bad? (Education.Com)**

Objective: I can explore first hand the advantages and disadvantages of the division of labor.

Essential Question: What is division of labor?

Materials: Hole punchers (1 per group), Spools of ribbon (1 per group), Scissors (1 per group), Markers (1 per group), Packs of stickers (1 per group), Many pieces of construction paper cut into strips (to be used for bookmarks, at least 20 per group), Bookmark-Making Instructions, (Do It Yourself) worksheet (one per group) Bookmark-Making Instructions (Division of Labor) worksheet (one per group) Division of Labor worksheet (one per student) Key terms division of labor specialize Attachments Bookmark Making Instructions (Do It Yourself) (PDF) Bookmark Making Instructions (Division of Labor) (PDF) Division of Labor (PDF)

Engage: Ask your students to think about their favorite restaurant. Have students identify what the different jobs are that people have there.

Explore: Ask students to think of what would happen if one person had to do all of those jobs. Tell students that there is something called division of labor, where people specialize in one particular job. To specialize means to receive training and become very good at a job or skill. Explain that students will be seeing the idea of division of labor in action today.

Explain: Tell students that they will be working in a bookmark making factory. Split the class into groups of 4-5. Hand out the Bookmark Making Instructions (Do It Yourself) worksheet to each group, as well as one of each of the materials (spool of ribbon, scissors, ruler, pair of scissors, markers, pack of stickers, and stack of bookmarks). Remind students that each worker must do his or her job on their own! Give students five minutes to work. After five minutes, have students stop. Hand out the Division of Labor worksheet. As a class, tally how many bookmarks each group made when each student was working alone. Next, hand out the Bookmark Making Instructions (Division of Labor) worksheet to each group. If there are five students in a group, the tasks of worker 2 can be shared between two students. Give students five minutes to work. After five minutes, have students stop. Once again, tally how many bookmarks each group made now that the students used division of labor.

Elaborate: Have students discuss the following questions with their group: How did the quantity of bookmarks change when division of labor was introduced? How did the quality of bookmarks change when division of labor was introduced? How could division of labor help a company make money? What problems could division of labor bring to a company? After allowing students to discuss these questions, talk about them as a whole class.

Evaluate: Have students complete the bottom portion of the Division of Labor worksheet independently.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications

Explore: No modifications

Explain: Teacher assistance as needed

Elaborate: No modifications

Evaluate: No modifications

**Tier III**

Engage: No modifications

Explore: No modifications

Explain: Teacher assistance as needed

Elaborate: No modifications

Evaluate: Chunk work if needed

### **Day 13 - What is a Market Economy?**

Objective: I can explain what a market economy is.

Essential Question: What is a market economy?

Materials: Word Cards: market economy, producer, consumer, profit, demand, supply, competition, consumer sovereignty Six Characteristics of a Market Economy Printables What Could Change Production Graphic Organizer What Is a Market Economy?

Comprehension Lesson 2 Exit Ticket

Suggested Video: What is a Market Economy?

Engage: Begin lesson by reviewing the concept of scarcity with students. Ask students what businesses do when they experience scarcity. Use Think-Pair-Share (TPS) to generate ideas. Explain to students that businesses must make decisions that address the following questions: What to produce? How to produce it? Who gets what is going to be produced?

Explore: Review the term economic system from the previous lesson. Explain that economic systems are developed when those three questions are being answered. When the government oversees answering those questions it is known as a Command Economy (China, North Korea). When those questions are answered by traditions or customary practices over time it is known as a Traditional Economy (Haiti, Bhutan). However, in the United States, these questions are answered by the way producers and consumers interact.

Explain: We have a Market Economy. Display the word card for market economy, producer, and consumer. Explain that in a market economy the prices of products and services are chosen in a free price system based on supply and demand. Explain that businesses base prices to also make a profit on goods and services that are sold. Display and discuss the word cards for supply, demand, and profit. Watch video.

Elaborate: Display and discuss the Characteristics of a Market Economy printables with students and remaining word cards. Explain that large stores, like Target and Walmart, are often known as "big box" stores and can have a negative impact on smaller local retailers that are owned by someone in their own community. Use TPS share again to ask students why a "big box" store might negatively impact a small business. Discuss together as a class after ideas are shared. Distribute the What Could Change Production graphic organizer and complete together.

Evaluate: Distribute and allow students time to complete the What Is a Market Economy? Comprehension sheet in small groups or independently. Students should complete exit ticket during the end of the period.

**Differentiation:****General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications

Explore: No modifications

Explain: No modifications

Elaborate: Pre teach new vocab

Evaluate: No modifications

**Tier III**

Engage: No modifications

Explore: No modifications

Explain: No modifications

Elaborate: Pre teach new vocab

Evaluate: Teacher assistance as needed or small group with teacher

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**Day 14 - What is Circular Flow?**

Objective: I can identify questions economists ask when examining the United States.

Essential Question: What are the characteristics of a market economy?

What is circular flow?



Materials: Word Cards: exchange, income, circular flow Circular Flow Printable Money Exchange Graphic Organizer Circular Flow Comprehension Lesson 3 Exit Ticket

Suggested Read Aloud: Follow the Money by Loreen Leedy or The Go Around Dollar by Barbara Adams

Engage: Begin lesson by asking students to describe one of the characteristics of a market economy. Share and discuss as a class.

Explore: Introduce the word card for exchange. Ask students to tell their neighbor the last time they took part in an exchange. Share ideas aloud as a class. Explain to students that when they spend money, that money has already traveled from someone else to them. There is a process in which money moves. (Use a dollar bill as an example - Who had this dollar before you? Who had it before that? Where did it come from?)

Explain: Introduce one of the texts above and explain to students that it shows how money travels by exchange, trade, losing it, finding it, etc. Distribute the Money Exchange graphic organizer and explain that while you read the book, students should be writing down the exchanges that are being made with the money. After the book is completed and the story has been read, complete the questions that go along with the book. Discuss together as a whole group.

Elaborate: Present the Circular Flow printable and review with students:

- In a market economy there are businesses and households/individuals
- There are two types of markets – one for goods and services and one for resources
- The individuals in households provide businesses with human resources as employees. These individuals sell their resources to businesses by working for them. This happens in the resource market.
- Businesses pay their workers with money in the form of income.
- These individuals can take that money/income and buy goods and services in the market for goods and services.

Use students in a simulation or watch the following video – Economic Lowdown – Circular Flow

Evaluate: Distribute the Circular Flow comprehension page for students to complete. Allow students time to complete their exit ticket at the end of class.

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate

- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

## **Tier II**

Engage: No modifications

Explore: Pre teach new vocab

Explain: Various levels of books to read

Elaborate: Teacher assistance as needed

Evaluate: No modifications

## **Tier III**

Engage: No modifications

Explore: Pre teach new vocab

Explain: Various levels of books to read

Elaborate: Teacher assistance as needed

Evaluate: No modifications

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## **Day 15 & 16: Earnings & Budgeting**

Objective: I can apply information about earnings and budgeting to my every day life.

I can plan a meal using specific earnings and budgeting technics.

Essential Question: How are daily, weekly, and monthly budgets created?

Materials: Handouts/Google Slides

Engage: Class will be introduced to vocabulary terms: earnings and budgeting

Explore: Class will read meal planing activity challenge. Students will plan daily dinners using a nutrition guide for food recommendations. Students will record dinners on meal planning page.

Explain: Students will fill in the “Meal Planning Shopping List” with food, quantity, and price.

Elaborate: Class will complete the “Meal Planning: My Experiience” page to reflect upon what they learned.

Evaluate: Students will share their experience with the class.

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

### **Tier II**

Engage: Pre-teach new vocabulary.

Explore: Teacher assistance as needed.

Explain: Teacher assistance as needed.

Elaborate: Teacher assistance as needed.

Evaluate: No modifications.

### **Tier III**

Engage: Pre-teach new vocabulary.

Explore: Completed in small group with a teacher.

Explain: Completed in small group with a teacher.

Elaborate: Teacher assistance as needed.

Evaluate: No modifications.

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**Day 17: Kids in Business & Starting a Successful Business**

Objective: I can explore what it takes to start a business.

Essential Question: How can starting a business help others?

Materials: Reading Wonders Textbook (Unit 1 Week 6)

Engage: Students will write about a business they would like to create in their social studies notebooks. Students will share.

Explore: Explain that entrepreneurs are people who start a new business. Invite students to share what they know about starting a business. Then discuss with students if they think starting a business is easy or difficult, and explain why. I think starting a business is easy/difficult because

Explain: Class will read Kids in Business on pg 40 in the Unit 1 Workbook of Reading Wonders.

Elaborate: Class will read “Starting a Successful Business” in Reading Wonders Workbook pg. 44. Students will have a chance to become producers. Each student will create a good to “sell” in the classroom. These goods should be made from paper. After deciding on a product, students will need to make at least 10 of this item in order to open his/her store. All products must be made of paper. Products should be something STUDENTS create.. Students will need to create a name for his/her shop. Teachers will work writing and presenting commercials to advertise products in the classroom.

Evaluate: Students will open their stores and shop each other’s products with a specific amount of money.

**Differentiation:****General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications  
Explore: No modifications  
Explain: No modifications  
Elaborate: Teacher assistance as needed  
Evaluate: No modifications

### **Tier III**

Engage: Students may draw their business or type about it on their chromebook  
Explore: No modifications  
Explain: No modifications  
Elaborate: Read in small group with teacher  
Evaluate: No modifications

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### **Day 18 - Voucher & Exchange**

Objective: I can analyze trade within the United States and globally.

Essential Question: How are items exchanged?

Materials: Voucher Sets, Log Sheet, Pencil,

**Engage:** Teacher will lead a classroom discussion about voluntary exchange. Ask students what they think that means. Ask for some examples of a voluntary exchange they might see during their daily lives (exchanging snacks, lunch foods, and such make good examples if students can't come up with any of their own). Ask students if both parties benefit. Why? Ask about how we benefit or store owners benefit when we use money in exchange for goods and services.

**Explore:** Set up a small demonstration of this. Choose two or three students to make a product. For example, one student has cows and trades milk, another grows vegetables, the teacher can have bread or some other necessity. Now ask the child with vegetables if he or she can trade some vegetables for some bread, and repeat with each other until you all are happily trading. Then suddenly, politely tell the child with vegetables that you don't like veggies anymore and so you don't want to trade any more. Make sure the students all understand that this also means the child trading vegetables can no longer have bread even if they want it. Then show how if everyone trades for

money, the buyers can still get what they need, and the sellers can now spend money on what they need or want and not have to trade for things they don't want or need. Everyone benefits.

\*Be sure to photocopy the voucher sets from doc so that you have enough to give one set to each student, but randomize which set they get when you pass them out.

**Explain:** Group the students in groups of 5 – 7. Give each group 1 log sheet. Give each student one set of vouchers, randomizing distribution of the sets. It is okay for some students within a group to have the same set, but others should have different sets. Tell students to treat them as if they were real, and pretend they could turn them in to actually get these things. Give students a few minutes to show their voucher sets to their group mates and to discuss them, but they may not do ANY trading! Ask them to assign a “happiness” or “satisfaction” value to their set of vouchers between 1 and 10, with 10 being “perfectly happy – wouldn't trade any of them” and 1 being “not happy at all”. Have one group member add up the happiness ratings for the group and log that number on the log sheet attached below. Now have students cut apart their vouchers and begin trading within their group only. Remind them that ALL trades must be voluntary! After 5 minutes, have students again assess a rating between 1 and 10 as to how happy or satisfied they are with their current set of vouchers. Have the group add the ratings up and log the number. Have groups share the new happiness number.

**Elaborate:** Explain that the trade they made within their group represents trade within the US. Now you are going to let them trade with other countries. Give students 5 minutes to trade across groups (basically anyone can trade with anyone else in the class.) Have students reconvene in their original groups and again rate their vouchers, add them up and log it. Once again, the number should go up. They should be happier with what they have – or at least no change. If students are less happy, investigate what trade they made and why, as something must have caused them to make a bad trade.

**Evaluate:** In the large group, ask students to share some of the trades they made. Ask the person they traded with why the trade was good for them too. Ask the students why their happiness or satisfaction with their voucher set got higher the more they traded. Ask them if this would happen if the exchanges were not voluntary. What if the teacher made them trade? Explain that this activity showed how voluntary exchange benefits everyone, when we trade within our country, and when we trade with Europe (as per our standard), and the rest of the world as we do in modern times.

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate

- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

## **Tier II**

Engage: No modifications

Explore: No modifications

Explain: Teacher assistance as needed

Elaborate: No modifications

Evaluate: No modifications

## **Tier III**

Engage: No modifications

Explore: No modifications

Explain: Teacher assistance as needed

Elaborate: No modifications

Evaluate: No modifications

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## **Day 19: Economic Decision Making**

Objective: I can explain how economic decision making is influenced by the interaction of price, competition, and substitute goods.

Essential Question: How are decisions made within the economy?

Materials: Word Cards: scarcity, opportunity cost, demand, supply, competition, price, substitute goods Cause and Effect Graphic

Organizer Local Sales Ads for Substitute Goods Sort Substitute Goods Sort Economic Decision Making Comprehension Lesson 4 Exit

Ticket Suggested Video: Complementary and Substitute Goods

**Engage:** Begin lesson by reviewing the concepts of scarcity and opportunity cost. Use Think-PairShare and ask students how supply and demand influence things like scarcity and opportunity cost. Use cold calling to ask students how they make economic decisions and what

the factors are they think about when buying something. List different ideas on chart paper. Ex. How much the item costs, how popular the item is, how others think of the item, the options available when buying the item, etc.

**Explore:** Create examples where you or others have had to make economic decisions in the moment. Ex. My mom was buying a new bike and she had a certain bike in mind. When she went to the store, the sales clerk told her that another bike would be a better choice for her needs. Which bike do you think she bought? Ex. Zac was going to order pizza on a Friday night. The pizza he likes is usually around \$10. The restaurant had a deal on pizza and breadsticks for \$9.99. What do you think Zac bought?

**Explain:** Complete the Cause and Effect Graphic Organizer together as a class. Explain to students that a lot of different things impact how we spend our money. Items may not always be available, the price may be too high, or we just might want what is popular at the time. Present students with two similar objects they may buy – Coca-Cola and Pepsi are great examples. Explain to students that when the price of one goes up, the other item may be purchased more frequently. Present students with the word card for substitute goods, price, and competition. Explain that these concepts go hand in. hand and directly influence our economic decision making.

**Elaborate:** Distribute the Substitute Goods Sort and allow students time to cut out and sort/glue down different items that can be substitute goods for each other from local grocery sales ads.

**Evaluate:** Distribute the Economic Decision Making Comprehension page for students to complete independently. Students should complete the exit ticket at the end of class

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

### **Tier II**

Engage: No modifications

Explore: No modifications



Explain: No modifications  
Elaborate: No modifications  
Evaluate: No modifications

### **Tier III**

Engage: No modifications  
Explore: No modifications  
Explain: No modifications  
Elaborate: No modifications  
Evaluate: Teacher assistance as needed

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### **Day 20: Incentives & the Economy**

Objective: I can explain positive and negative incentives' influence on the United States economy.

Essential Questions: What are incentives and how do they impact the United States economy?

Materials: Word Cards: incentives Incentives T-Chart Anchor Chart Local Fees & Fines (Example found [here](#)) Local Sales Ads (Can be found on the internet for specific stores) Incentive Detectives Activity Economic Incentives Comprehension Lesson 5 Exit Ticket  
Suggested Video: Economic Incentives

**Engage:** Start lesson by asking students the following questions. Use Think-Pair-Share to list ideas.

1. How do businesses get you to make economic decisions in their favor?
2. Is there a way you must spend money in a way you don't want to?

**Explore:** Introduce the word card for incentives. Explain to students some of the ideas generated were also incentives. Begin the Positive/Negative Incentives T-Chart and list ideas that students generated in the applicable columns.

**Explain:** Explain that incentives can be positive and negative. Positive incentives are often used by businesses to attract consumers. Negative incentives are often a requirement or punishment in the form of fees or fines.

**Elaborate:** Place students into small groups. Provide each group with a sale paper or local fees and fines list. Ask groups to provide the best example of an incentive (positive and negative). Distribute the Incentive Detectives Activity. Model an example before completing one together. Allow students to complete the remainder of the activity independently or still in their small groups

**Evaluate:** Distribute the Economic Incentives comprehension page for students to complete independently. Ensure that students provided evidence in their answers. Students should complete the exit ticket at the end of class

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications

Explore: No modifications

Explain: No modifications

Elaborate: Teacher assistance as needed

Evaluate: No modifications

**Tier III**

Engage: No modifications

Explore: No modifications

Explain: No modifications

Elaborate: Small group with teacher

Evaluate: No modifications

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**Day 21 & 22 Specialization & Industry**

Objective: I can explain how specialization and division of labor increase productivity.

Essential Question: How are items produced within the economy?

Materials: Word Cards: specialization, division of labor, productivity Types of Industries Printable Sweet Shapes Assembly Line  
Automobile Timeline Specialization in Your State Graphic Organizer Specialization Comprehension Lesson 6 Exit Ticket Learning  
Suggested Video: Seamus Explains Specialization

**Engage:** Begin lesson by asking/reviewing the questions economists ask:

1. What to produce?
2. How to produce it?
3. Who will produce it?

Remind students that different businesses produce different types of goods. Often, specific regions or countries produce certain types of goods.

**Explore:** Present students with the Types of Industries printable. Discuss what types of industries are found within your region/state. 1. Agriculture 2. Manufacturing 3. Government 4. Retail 5. Service .

**Explain:** Introduce and discuss the word card for specialization. Distribute the Specialization in Your State graphic organizer. Complete together with students. Research may be done ahead of time or as a class/small groups if technology allows.

Introduce and discuss the word card for productivity. Use T-P-S and ask students how productivity plays an important role in different industries. Introduce students to automobile timeline. Explain that automobiles are an important part of United States industry – specifically in the Midwest region of the country. Introduce students to the word card for division of labor. Explain that this refers to the process used to produce goods on an assembly line.

**Elaborate:** Inform students that they will be partaking in an assembly line activity today. Place students in groups to complete the Sweet Shapes assembly line activity.

**Evaluate:** Distribute the Specialization Comprehension passage to students to complete in class. Students should complete the exit ticket at the end of class.

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate

- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

## **Tier II**

Engage: No modifications

Explore: No modifications

Explain: No modifications

Elaborate: Teacher assistance as needed

Evaluate: No modifications

## **Tier III**

Engage: No modifications

Explore: No modifications

Explain: No modifications

Elaborate: Teacher assistance as needed

Evaluate: Students may answer exit ticket out loud

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## **Day 23: The Global Market**

Objective: I can explain how global competition impacts our national economy.

Essential Question: How does global competition impact our national economy?

Materials: Word Cards: import, export Top US Import & Export Printable Exports in My State Import vs Export Homework Assignment

The Global Market Comprehension Lesson 7 Exit Ticket

Suggested Video: Import - Export Definition for Kids

**Engage:** Start lesson by introducing the word cards for imports and exports. Explain to students that not all items produced can be made all in one place. Different goods are grown and produced in other cities, states, and countries. The United States imports and exports many different goods every single day.

**Explore:** Grab items from around the classroom, or even brought from home, and locate where the item is made. Some items may be made in the same state or country, but some items may also be made internationally. Place students into small groups and provide each group with a piece of chart paper. Ask students to answer the following questions:

1. How does a global economy, where trade takes place internationally, impact what the consumer is able to purchase?
2. Why does the United States import different goods?
3. What do you think would happen if the United States stopped importing goods?

**Explain:** After discussing group responses, display the Top United States Imports and Exports printable.

**Elaborate:** Place students in groups again and allow them to research the top exports in your state. The big idea here is to understand how much your state contributes to the economy on a national and global scale.

**Evaluate:** Provide students with time to complete the Global Market comprehension page independently. Students should complete the exit ticket at the end of class.

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

### **Tier II**

Engage: No modifications

Explore: No modifications

Explain: No modifications

Elaborate: No modifications

Evaluate: Teacher assistance as needed

### **Tier III**

Engage: No modifications

Explore: No modifications

Explain: No modifications

Elaborate: Teacher assistance as needed

Evaluate: Teacher assistance as needed

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### **Day 24: Economic Changes & Employment**

Objective: I can describe how changes in the United States economy impact employment rates.

Essential Question: How do changes in the United States economy impact employment rates?

Materials: Word Cards: employed, unemployed, labor force Labor Force Sort Economic Changes & Labor Force Comprehension Lesson 8 Exit Ticket

Suggested Video: Labor Force Participation

**Engage:** Begin lesson by asking students what types of job their parents have. Note that some students may have parents who don't work – which is important for later in the lesson.

**Explore:** Explain to students that employment rates are always changing in their state, country, and throughout the world. Display the word cards for employed, unemployed, and labor force. Discuss differences and include examples based on students' earlier responses to increase understanding.

**Explain:** Ask students – what might cause unemployment to change? Use T-P-S and allow students time to discuss before sharing. Responses may include: 1. Change in the demand for a type of good or service 2. An increase or decrease in demand for a type of good or service in a specific area 3. Changes in resources (human, natural, capital) 5. Share current unemployment data with students in the following links. Unemployment Rates by State Ranked Unemployment State Map Explain to students that in order for the government to collect data on unemployment, they have to know how many people are available in the labor force. People with jobs are employed. People who are able to work and are looking for jobs are unemployed. People who are not employed or unemployed are not considered

part of the labor force. See the Bureau of Labor Statistics site for detailed information. Explain to students that sometimes businesses will move where they manufacture their goods to other countries because people will work for less money in some places. While this can make more money for the business, it is also bad for workers in the United States. There is less of an opportunity for them to be employed if businesses are having goods manufactured elsewhere.

**Elaborate:** Distribute and complete the Labor Force Sort together as a class.

**Evaluate:** Distribute and allow students time to complete the Economic Changes & Labor Force Comprehension sheet in small groups or independently. Students should complete exit ticket during the end of the period.

### **Differentiation:**

#### **General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

### **Tier II**

Engage: No modifications

Explore: No modifications

Explain: No modifications

Elaborate: No modifications

Evaluate: Teacher assistance as needed

### **Tier III**

Engage: No modifications

Explore: No modifications

Explain: No modifications

Elaborate: No modifications

Evaluate: Teacher assistance as needed. Students may answer the exit ticket out loud

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### **Day 25 & 26 The Economy & Government & Assessment**

Objectives: I can explain why the government uses taxes to fund public agencies and goods.

Essential Question Why does the government use taxes to fund public agencies and goods?

Materials: Word Cards: public goods and services, private goods and services, taxes Purposes of Government Anchor Chart Purpose of Government Graphic Organizer Role of Federal Agencies Notecatcher The Economy & Government Comprehension Lesson 7 Exit Ticket

Suggested Video: Taxes: Crash Course Economics

**Engage:** Start lesson by reviewing the meaning of market economy. Remind students that they already know that government activity in a market economy is limited and today they will explore the different roles of government in a market economy. Explain to students that in a market economy, the government has six different roles: 1. The government oversees ensuring a safe food supply. It inspects places like meat-packing plants. 2. The government monitors workplaces to make sure working conditions are safe. 3. The government enforces laws that prevent child labor. 4. The government prevents businesses from engaging in unfair hiring practices. 5. The government prevents businesses from getting together to set high prices that take advantage of consumers. 6. The government sets product safety requirements to protect consumers from the risks of injury.

**Explore:** Using a piece of chart paper, assemble the Purposes of Government anchor chart. Distribute the Purposes of Government graphic organizer and have students complete it while working on the anchor chart. Ask students if they can think of any examples of what government provides. Use T-P-S.

**Explain:** Display and discuss the word cards for public goods and services and private goods and services. If students are stuck, start completing the Role of Federal Agencies note catcher. You can use the examples provided or search the Index of U.S. Agencies and Departments and complete the note catcher together. Provide small groups with different letter sections to search (i.e. A-F, G-L, M-R, S-W, X-Z).

**Elaborate:** Ask students how they think the government is able to pay for all of these different things they do. Use T-P-S if students appear to struggle. Introduce the word card for taxes and discuss. Distribute The Economy & Government and complete together as a class.



**Evaluate:** Students should complete the exit ticket at the end of the class period.

Assessment: Students complete summative assessment on economics based on what they learned.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications

Explore: No modifications

Explain: No modifications

Elaborate: No modifications

Evaluate: No modifications

**Tier III**

Engage: No modifications

Explore: No modifications

Explain: No modifications

Elaborate: No modifications

Evaluate: No modifications

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**Day 27 - Party on a Budget**

Objective: I can create a budget for a birthday party.

Essential Question: How can I create a budget?

Materials: Pencil, Worksheet

Engage: Students will describe their ideal birthday party in their social studies notebooks.

Explore: Students will estimate how much they think it costs to plan a birthday party.

Explain: Teacher will show PBSKids Cyberchase episode 401: Balancing Act or show the BrainPop Videos on budgeting. explain the terms budget, expense, income, and savings

Elaborate: The teacher will divide the students into small groups and explain that they are to create a budget for a birthday party they would wish to host. Each group is given \$100 to spend and can choose to spend it however they like, however they must have at least some drinks and snacks (enough for everyone), and entertainment for their party. Give each group a price list (attached below on Google Drive or if technology permits, let them “shop” online using a WalMart, Target, Party City or other comparable web site). Groups then complete the Party Budget form to track their decisions.

Evaluate: In the large group lead a discussion as to what was hard about this activity, what decisions did students make and why, were there any places where you found a way to save money, did you have to do without something you would have liked to have, etc.

**Differentiation:****General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications

Explore: No modifications

Explain: No modifications

Elaborate: Teacher assistance as needed

Evaluate: No modifications

### **Tier III**

Engage: Students may draw about their ideal birthday party

Explore: No modifications

Explain: No modifications

Elaborate: Teacher assistance as needed

Evaluate: No modifications

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### **Day 28 - Creating a Savings Plan**

Objective: I can create a savings plan based on expenditures and income.

Essential Question: How are savings plans created?

Materials: Social Studies Notebooks, Pencils, Savings Plan Worksheet

Engage: Students will write about something they would really like to have, but that is too expensive for them to buy outright.

Explore: Class will discuss and create a list. The teacher may wish to do some research on realistic prices for these items, writing the prices on the board next to the items.

Explain: The teacher will explain or define the terms: expenditures / expenses, income, savings, and budget. Please be sensitive to the financial situations and allowances of your students while discussing ways students can get income. Remind them that their income does not have to be limited to allowance.

Elaborate: Have each student draw a line down the center of a sheet of paper and label one side “Possible Expenditures” and the other “Possible Income”. Have students meet briefly in small groups to brainstorm alternative and appropriate ways to bring in additional income (garage sale of old toys, services or chores performed for additional pay, etc. Students should also discuss other expenses / expenditures they may have (ice cream at lunch, movies, etc.) Students then breakout to work independently to draw up their own

“Savings Plan” (see “Resources” below) to determine how long it will take them to save enough money to purchase one of the large ticket items from the opening activity.

Evaluate: Students discuss their savings plan with the class.

**Differentiation:**

**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

**Tier II**

Engage: No modifications

Explore: No modifications

Explain: Pre teach new vocab

Elaborate: Teacher assistance as needed

Evaluate: No modifications

**Tier III**

Engage: No modifications

Explore: No modifications

Explain: Pre teach new vocab

Elaborate: Teacher assistance as needed or complete in small group with teacher

Evaluate: No modifications

**Unit Assessments:** Multiple Choice & Short Answer Assessment, Assembly Line, Create An Advertisement, Meal Planning Shopping List, Creating a Business, Party on a Budget, Creating a Savings Plan

**Formative:** KWL Chart, Discussion, Journaling, Graphic Organizers, Comprehension Questions, Stop & Jot, Anchor Chart, Reflection, Think-Pair-Share, Timelines, Sorts, Matching

**Summative:** Group & Partner Projects, Research Projects, Assessments, Scavenger Hunt, Presentation