

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

DEPARTMENT

Social Studies

COURSE TITLE

Third Grade Social Studies

Board of Education

Mr. Vito Gallucio, President

Mr. Christopher Emigholz, Vice President

Ms. Jane Luciano

Ms. Lisa Temple

Mr. Richard Young

Mr. Scott Veisz

Ms. Maxine Fox

Ms. Tanya Lehmann

Mr. Jai Gulati

Mr. Brian Betze, Superintendent

Dr. Kimberly Tew, Assistant Superintendent

Curriculum Writing Committee
Jeanae Ayala

Supervisors
Amanda Carpena

BOARD OF EDUCATION INITIAL ADOPTION DATE:
September 2021

Course Philosophy

Building on knowledge regarding communities acquired in second grade, students will explore unique cultural and geographic features of different communities around the world. Through personal study and team collaboration, students will study the influence and relationship of four key concepts (geography, government, economy, and culture) found in their community and world. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life. Inquiry, Project and Problem based learning lead to a deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The Third Grade curriculum focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. It is the belief that social studies addresses the rights and responsibilities of citizens in a global society, and teaches 21st century skills such as critical thinking, problem solving, and the ability to express oneself both verbally and in writing thoughtfully and properly.

Course Description

Exposing students to the communities of their world at large, this course will provide an opportunity for global exploration and discovery through Project-Based Learning and Case Study research. Students will begin the year by learning about globalization and the four key concepts that will be closely analyzed in the course's case studies: geography, government, economy, and culture. In Unit 2, students will examine the relationship of the core concepts in China and exploration of the environmental challenges faced in modern day China. Unit 3 will follow respectively as students analyze the same concepts in India. Finally, Unit 4 will culminate with an exploration of Africa, where students will pioneer their own independent research that traces the concepts previously discussed in the course. During each country exploration, students will develop respect,

understanding, and appreciation of differences among people and cultures both locally and around the world. The culminating task requires students to use their comparison grid to complete an on demand writing task comparing chosen aspects of 2 countries.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● Scholastic News● Newsela	<ul style="list-style-type: none">● https://www.ducksters.com/geography/● https://kids.nationalgeographic.com/geography/countries● https://www.factmonster.com/● Suggested Read Alouds for 3rd Grade SS Units <i>(titles, summaries and lesson suggestions included).</i>● Raz-Kids

Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum.

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: Students will be expected to reflect upon their daily assignments through an "Exit Ticket" Reflection Sheet.

Example 2 :Students will be expected to reflect upon their thoughts, feelings, experiences, connections and reactions to current events, the lives of historical figures. leaders and influential people.

Example 3: Establish shared classroom rules, partnership norms and expectations so that students can see the impact of their own actions and behaviors on outcomes.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1:In preparation for class discussion and presentations, students will be provided with space to receive input in small groups as well as tools and guidance to give [structured feedback](#) in a way that is constructive and supportive.

Example 2: Students will be able to name and identify the emotion they are feeling at a given moment. Students can do this through a/an: [Anger Map](#), [Feelings Wheel](#), [Feelings Wheel 2](#), [Feelings Chart](#), and [Feelings Chart 2](#).

Example 3: Discussion of Growth Mindset and Fixed Mindset, using videos, [read alouds](#), and chart

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Students will be given opportunities to participate in community-based engagement learning to create meaning in the curriculum and have space to reflect on how this work is beneficial for everyone involved.

Example 2:Students will be provided with both windows (examinations of the unfamiliar) and mirrors (reflections of their own experiences) in the sources they analyze.

Example 3: Example 1: [Adding multicultural books](#) into everyday learning.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Students will be provided with opportunities to build content knowledge through collaboration and sharing ideas during presentations, projects and group work.

Example 2: Students will participate in “Getting to Know You” activities. This way, they can learn about their classmates in order to begin developing positive relationships with them. This will occur throughout the school year as students meet one another and collaborate together in different partnerships.

Example 3: Morning Meeting activities and games following a Responsive Classroom approach to foster active and responsive listening and relationship building.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Example 1: Students will learn to make decisions utilizing a pro/con grid to weigh the outcome of a decision.

Example 2: Students will learn about and practice decision making through the understanding of Cause and Effect.

Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
Creativity and Innovation	<p>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).</p> <p>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).</p> <p>Can be found in unit:Units 1, 2, 3, 4</p>
Critical Thinking and Problem Solving	<p>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).</p> <p>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).</p> <p>Can be found in unit:Unit 1,2, 3, 4</p>
Digital Citizenship	<p>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</p> <p>9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).</p> <p>Can be found in unit:Units 1, 2, 3, 4</p>
Global and Cultural Awareness	<p>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).</p> <p>Can be found in Unit: 1, 2, 3, 4</p>

<p>Information and Media Literacy</p>	<p>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).</p> <p>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5)</p> <p>Can be found in unit: Unit 1, 2, 3, 4</p>
<p>Technology Literacy</p>	<p>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</p> <p>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</p> <p>Can be found in unit: Unit 1, 2, 3, 4</p>

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Career Awareness and Planning Standards 9.2

9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”

Example: In Unit 1, students will learn about how the American government collects taxes on a variety of goods and services at the local, state, and federal levels. Students will be able to define the term “tax”, be able to identify how American citizens are taxed and explain how taxes are used to pay for services the government provides and supports.

9.1.5.EG.2: Describe how tax monies are spent

Example: In Unit 1, Students will be able to define the term “tax”, be able to identify how American citizens are taxed and explain how taxes are used to pay for services the government provides and supports.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments
Unit #1: World Geography and U.S. Government	<ul style="list-style-type: none"> • Geographic regions have unifying characteristics and can be studied using a variety of tools. • Hemispheres, continents, and countries can be located on world maps and globes • Geographic features (oceans, rivers, mountains, etc.) • Structural features of maps (title, legend or key, compass orientation, author, date, and grid) • Scale (continent vs. country, country vs. city) • Photographs and satellite images compared with other representations of same area • Places can be located using cardinal and intermediate directions cont. • People have immigrated to the USA from different places at different times for different reasons. • Various cultural influences have shaped the USA. • America is a nation of immigrants. 	<p>Sept - October</p> <p>Day 1: Immersion</p> <p>Days 2-8 Geography</p> <p>Days 9-12 Immigration and Religion</p> <p>Days 13-15 US Government</p> <p>Days 16-18 Economy</p> <p>Days: 19-21 Climate, Natural Hazards and Pollution</p> <p>Day 22 - Comparison chart - reflect on learning</p>	<p>Formative</p> <ul style="list-style-type: none"> • Notebook checks • Turn and Talk • Question and Answer • Exit Tickets • Posters • Google Forms • Presentation • Slides • Maps

	<ul style="list-style-type: none"> ● We share an American culture that was, and continues to be, shaped by immigrants. ● A person's perspective of the world is shaped by their culture, heritage and religion. ● American citizens practice different religions 		
	<p>United States Government and Economy Purpose of Government</p> <ul style="list-style-type: none"> ● The United States functions as a representative democracy and elected representatives have roles and the ways they interact with citizens at local, state, and national levels. ● Ideals and beliefs have shaped the way a democracy is organized ● Understand the United States government is divided into states and there are leaders at the state and local level too. ● Explain why individuals and societies trade, how trade functions, and the role of trade. ● The US has a variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). ● How supply and demand influences price, output of products and the economy. ● A variety of resources are used to produce goods and services (i.e., human capital, physical capital, natural resources). 		<p>Summative</p> <ul style="list-style-type: none"> · Formal writing · Open response · <u>Interactive Comparison Chart (Used for every unit)</u>

	<ul style="list-style-type: none"> • The American government collects taxes at the local, state and federal levels. Taxes are used to pay for services the government provides and supports. • Environmental and climate change challenges that impact the economy. 		
			<p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> · Participates in discussions and activities about themselves and the world around them · Applies and models understanding (i.e. orally, through drawing, and/or through writing) · Exit tickets · Socratic Seminars
			<p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> · Map making · Climate change posters/brochures ·

Unit #2:

Exploration of China's Geography, Government, Economy and Culture

<p>Unit #2: Exploration of China's Geography, Government, Economy and Culture</p>	<p><u>Geography:</u> Geographic location</p> <ul style="list-style-type: none"> • Location of China • Location of Asia and China in relation to oceans, seas, continents and the United States • Distance in relation to parallels and meridians using cardinal and intermediate directions • Satellite images of China <p><u>Geographic features</u></p> <ul style="list-style-type: none"> • Mountains and plateaus • Rivers (Yellow and Yangtze) • Rural and urban areas • Desert, forest, floodplain, grasslands, mountainous, steppe, 9,000 miles of coastline <p><u>Government:</u> <u>People's Republic of China</u></p> <ul style="list-style-type: none"> • Environmental challenges (urbanization, overpopulation, over-mining, air pollution) • Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments. <p><u>Government</u></p>	<p>November-January</p>	<p>Formative</p> <ul style="list-style-type: none"> • Notebook checks • Turn and Talk • Question and Answer • Exit Tickets • Posters • Google Forms • Presentation • Slides • Maps <p>Summative</p> <ul style="list-style-type: none"> • Formal writing • Open response • <u>Interactive Comparison Chart (Used for every unit)</u> <p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> • Participates in discussions and activities about themselves and the world around them • Applies and models understanding (i.e. orally, through drawing, and/or through writing) • Exit tickets • Socratic Seminar <p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> • Map making • Climate change posters/brochures
---	--	-------------------------	---

	<ul style="list-style-type: none"> • Type of government (Communist) • Branches (executive, legislative, judicial, and military) • Process for selecting leaders • Role of the citizen • Capital (Beijing) <p>The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.</p> <p>Meeting Needs and Wants</p> <ul style="list-style-type: none"> • Issues of human rights (prejudice and discrimination) • Protecting human rights and treating others fairly • Social action and change cont. <p>Communities meet their needs and wants in a variety of ways, forming the basis for their economy.</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> • Uses available resources (coal, iron ore, petroleum, natural gas, mercury, tin, tungsten, aluminum, lead, zinc, rare earth elements, uranium, hydropower potential) • Surplus and scarcity of resources • Development of the Grand Canal • Silk Roads • Basic needs for food, clothing, and shelter <p>Each community develops an economic system that addresses three questions: what</p>		
--	---	--	--

	<p>will be produced, how it will be produced, and who will get what is produced?</p> <p><u>Economy: Economic System</u></p> <ul style="list-style-type: none"> • Role of supply and demand • Goods, services, exports • Control of trade via the • Silk Roads <p><u>Culture/Religion/Tradition</u></p> <ul style="list-style-type: none"> • National symbols (flag, national anthem) • Legacy of traditional culture • Arts (jade ornaments, pottery, porcelain, paper cutting, calligraphy, folding screens, woodblock prints, landscape paintings) • Music (Chinese (Beijing) opera, traditional Chinese instruments, folk songs) • Sports • Food, clothing, and homes • Gender roles - one child rule 		
--	---	--	--

Unit #3: Exploration of India's Geography, Government, Economy and Culture			
Unit #3: Exploration of India's Geography, Government, Economy and Culture	<u>Geography: Geographic location</u> <ul style="list-style-type: none"> • Location of India • Location of India in relation to oceans, seas, continents and the United States • Distance in relation to parallels and meridians using cardinal and intermediate directions • Satellite images of India 	February-March	Formative <ul style="list-style-type: none"> • Notebook checks • Turn and Talk • Question and Answer • Exit Tickets • Posters • Google Form Quizzes • Presentation • Slides • Maps
	<u>Geographic features</u> <ul style="list-style-type: none"> • Ecological regions • Mountains and plateaus • Rivers • Rural and urban areas • Desert, forest, floodplain, grasslands, mountainous 		Summative <ul style="list-style-type: none"> • Formal writing • Open response • <u>Interactive Comparison Chart (Used for every unit)</u>
	<u>Government: Community: People's Republic of China</u> <ul style="list-style-type: none"> • Impact of climate on settlement patterns • Vegetation zones • Ancient • Environmental challenges 		Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> • Participates in discussions and activities about themselves and the world around them • Applies and models understanding (i.e. orally, through drawing, and/or through writing) • Exit tickets • Socratic Seminar
	More on Politics: Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.		Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> • Map making • Climate change posters/brochures

	<ul style="list-style-type: none"> • Type of government • Branches • Process for selecting leaders • Role of the citizen • Capital <p>The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.</p> <p>Meeting Needs and Wants</p> <ul style="list-style-type: none"> • Issues of human rights • Protecting human rights and treating others fairly • Social action and change cont. <p>Communities meet their needs and wants in a variety of ways, forming the basis for their economy.</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> • Uses available resources Surplus and scarcity of resources • Basic needs for food, clothing, and shelter <p><u>Economy: Economic System</u></p> <ul style="list-style-type: none"> • Role of supply and demand • Goods, services, exports • Agricultural and industrial production • Major international exporter and creditor • Import partnerships • Control of trade 		
--	--	--	--

	<p>Each community develops an economic system that addresses three questions: what will be produced, how it will be produced, and who will get what is produced?</p> <p><u>Culture/Religion/Tradition:</u></p> <ul style="list-style-type: none"> • Settlements and population growth • National symbols (flag, national anthem) • Legacy of traditional culture • Arts • Music • Sports • Cultural groups • Food, clothing, and homes • Gender roles 		
--	---	--	--

Unit 4: Exploration of Africa's Geography, Government, Economy and Culture	<p><u>Geography:</u> Geographic location</p> <ul style="list-style-type: none"> • Location of Africa • Location of Africa in relation to oceans, seas, continents and the United States • Distance in relation to parallels and meridians using cardinal and intermediate directions • Satellite images of Africa <p><u>Geographic features</u> (Google Earth scavenger hunt)</p> <ul style="list-style-type: none"> • Mountains and plateaus • Rivers • Rural and urban areas 	April-June	<p>Formative</p> <ul style="list-style-type: none"> • Notebook checks • Turn and Talk • Question and Answer • Exit Tickets • Posters • Google Forms • Presentation • Slides • Maos
			<p>Summative</p> <ul style="list-style-type: none"> • Formal writing • Open response • <u>Interactive Comparison Chart (Used for every unit)</u>

	<ul style="list-style-type: none"> Desert, forest, floodplain, grasslands, mountainous <p><u>Politics: Community:</u></p> <ul style="list-style-type: none"> Environmental challenges Current Leaders <p><u>Government</u></p> <ul style="list-style-type: none"> Type of government Branches Process for selecting leaders Capital <p>The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.</p> <p>Meeting Needs and Wants</p> <ul style="list-style-type: none"> Issues of human rights Protecting human rights and treating others fairly Social action and change cont. <p>Communities meet their needs and wants in a variety of ways, forming the basis for their economy.</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> Uses available resources Surplus and scarcity of resources Basic needs for food, clothing, and shelter <p><u>Economy: Economic System:</u></p> <ul style="list-style-type: none"> Role of supply and demand Goods, services, exports 		<p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> Participates in discussions and activities about themselves and the world around them Applies and models understanding (i.e. orally, through drawing, and/or through writing) Exit tickets Socratic Seminars <p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> Map making Climate change posters/brochures
--	--	--	--

	<ul style="list-style-type: none"> • Agricultural and industrial production • Major international exporter and creditor • Import partnerships • Control of trade <p><u>Culture/Religion/Tradition</u></p> <ul style="list-style-type: none"> • National symbols (flag, national anthem) • Legacy of traditional culture • Arts, music, sports • Food, clothing, and homes • Gender roles <p>Each community develops an economic system that addresses three questions: what will be produced, how it will be produced, and who will get what is produced?</p>		
Culminating Task/Assessment	<p>After students have collected the information and completed the graphic organizer, students will write an essay comparing America to another country studied.</p> <p>Students will</p> <ul style="list-style-type: none"> • use online or library resources to research information about two countries. • collect information and use it to complete a simple graphic organizer. • study the collected information for similarities and differences. 	4 Instructional Days	Formative <ul style="list-style-type: none"> • Interactive Comparison Charts · Comparison Chart
			Summative <ul style="list-style-type: none"> · Comparative Study - On demand writing task Writing Prompt

	<ul style="list-style-type: none"> respond to an on demand writing prompt comparing the two countries. 		
--	---	--	--

Robbinsville Public Schools

Unit # 1: Geography and United States Government

Enduring Understandings: <ul style="list-style-type: none"> People have immigrated to the USA from different places at different times for different reasons. Various cultural influences have shaped the USA. America is a nation of immigrants. We share an American culture that was, and continues to be, shaped by immigrants. A person's perspective of the world is shaped by their culture and heritage. Maps, globes and other digital tools provide a way to measure, represent and understand the world in spatial terms. 	Essential Questions: <ul style="list-style-type: none"> Who are we and why did we come here? How do we describe the world in spatial terms? How do immigrant cultures contribute to the American identity? Why is it important to respect diverse cultures?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic. (3-PS2-1), (3-PS2-2)</p> <p>Students will use online resources and texts to research the United States government, politics, economy and culture.</p>	

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3-LS1-1)

While generating inquiry questions and researching topics of study, students will use text features to gather information, make inferences and to build an understanding of the United States government and geography.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.5.Ge oSV.2	<p>Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> • Why does geography matter? • How does pollution affect the population? • How does a community's landforms and geographical features affect the economy, politics, and culture? • What affects food supply? • Would globalization be possible without migration? Why or why not? • What happens when a population grows? 	<p>Theme: Geography/Environment</p> <p>Concepts: climate, geography, landforms, resources, populations, energy resources, pollution</p> <p>Skills: Discussions, Research</p>	<p>Case Study: Teacher will introduce and define the different case study topics (geography/environment). To: Teach what is geography/environment? With: Explore the different geographic/environments of the world. By: Students will research the geography/environment of the country.</p> <p>Global Closet Activity</p> <p>Dropping pins on Google Maps to signify where students are from and what places we will be studying this year.</p> <p>Suggested Mini Lessons: Mini Lesson: Population and Energy Resources</p> <p>Mini Lesson: Standard of Living</p>	<p>Global Closet Calculator : http://globalcloset.education.nationalgeographic.com/</p> <p>Lesson Idea: http://www.freeteach4teachers.com/2012/11/the-global-closet-calculator-lesson-in.html#.VbGYhvlVik</p> <p>Make a Globe: http://www.3dgeography.co.uk/#!/make-a-globe/cdox</p> <p>Google Maps - how to drop pin: https://www.youtube.com/watch?v=_aNordAqv_8</p> <p>Understanding Geography: http://www.discover.education.com/teac</p>	<p>Participate in a service project in an effort to improve someone else's standard of living.</p> <p>Explore and explain how each topic of globalization leads to one another.</p> <p>Compare and contrast different countries and the issues they are facing. (WI.3.8) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.) Write an essay about the pros and cons of globalization.</p>

				hers/free-lesson-plans/understanding-geography.cfm http://www.3dgeography.co.uk/#!/geography-activities/cyhu Blank Maps: http://www.3dgeography.co.uk/#!/blank-maps-3/c1fva http://www.discovereducation.com/teachers/free-lesson-plans/around-the-world.cfm Population: http://www.3dgeography.co.uk/#!/population-words/c13q5 Energy Resources Video: https://www.youtube.com/watch?v=wMOpMka6PJI Standard of Living: http://encyclopedia.kids.net.au/page/st/Standard_of_living	Google slides presentations where students will explain globalization and in what ways they are connected to others.
--	--	--	--	--	--

6.1.5.Ec onEM. 2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).	Theme: Economy Concepts: budget, trade, currency, exchange rates, goods, services, taxes Skills: discussions, research, writing, higher-level thinking, inquiry, problem solving <i>Cross-Curricular Connections:</i> math, writing	Case Study: Teacher will introduce and define the different case study topics (economy). To: Teach “What is an economy?” With: Explore the different economies of the world. By: Students will research the economy of the country.	All About Economics: http://www.kathimitchell.com/econ.htm http://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-four-the-role-of-money.pdf Economic Glossary: http://www.scholastic.com/browse/article.jsp?id=3750579 Scholastic Article about Economy: http://www.scholastic.com/browse/article.jsp?id=3750974 Making a Budget: http://www.socialstudiesforkids.com/articles/economics/makingabudget1.htm Trade: http://www.socialstudiesforkids.com/articles/economics/theimportanceoftrade1.htm Lemonade Stand: http://www.socialstudiesforkids.com/articles/economics/lemonadestand1.htm	PBL: Party Planner PBL – Lemonade Stand Essay
6.1.5.Ec onEM. 5	Explain why individuals and societies trade, how trade functions, and the role of trade.		Suggested Mini Lessons: Mini Lesson: Budget		
6.1.5.Ec onEM. 3	Describe how supply and demand influence price and output of products.		Mini Lesson: Trade		
6.1.5.G eoGL.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. <ul style="list-style-type: none"> Are we running out of energy resources? Why? What are energy resources and how do we use them? 		Mini Lesson: Economics of a Lemonade Stand Mini Lesson: Currency Around the World Mini Lesson: Pollution Mini Lesson: Natural Resources Mini Lesson: Exchange Rates		

	<ul style="list-style-type: none"> • What is pollution? How does it directly affect us? • What is a standard of living? What causes a standard of living to increase and decrease? • What affects food supply? • Can people's standards of living be affected by the type of energy resources they have available? How about the amount of pollution? • Students will analyze how pollution affects the world and the earth's population. 			diesforkids.com/articles/economics/lemonadestand1.htm Discusses the Functions of Money Around the World: http://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-five-government-goods-and-services.pdf Exchange Rates: http://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-five-currency-and-exchange-rates.pdf	
6.1.5.CivicsPI.5	Explain how the government functions at the local, county, and state level.	Theme: Politics Concepts: government, language, laws, customs, elections, debate Skills: discussions, research, higher-level thinking, inquiry, problem solving, debating <i>Cross-Curricular Connections:</i> writing, speaking and listening	Case Study: Teacher will introduce and define the different case study topics (politics). To: Teach what is politics? With: Explore the different economies of the world. By: Students will research the politics of the country. Video: Elections	Elections: http://www.congressforkids.net/Elections_electionday.htm Schoolhouse Rock: Elections: https://www.youtube.com/watch?v=ZFJ2e82Nvnw	Create Mock Election Mock debate Video about Political Parties How Does Government Affect Me? Project: http://pbskids.org/de
6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local,				

	state, and national levels can interact with them.		<p>Suggested Mini Lessons:</p> <p>Mini Lesson: Elections</p> <p>Mini Lesson: About the 2012 Election</p> <p>Mini Lesson: Government</p> <p>Mini Lesson: Laws</p> <p>Mini Lesson: Political Parties</p> <p>Mini Lesson: How a Law Becomes a Law</p>	<p>2012 Election: http://www.timeforkids.com/minisite/election-2012</p> <p>Government for Kids: https://kids.usa.gov/government/index.shtml</p> <p>Ben's Guide to Government: http://bensguide.gpo.gov/</p> <p>Branches of Government: http://www.congressforkids.net/Constitution_threebranches.htm</p> <p>How a Bill Becomes a Law: http://kids.clerk.house.gov/grade-school/lesson.html?intID=17</p> <p>Shared Reading: Children Making a Law: http://www.scholastic.com/browse/article.jsp?id=3752607</p>	<p>mocracy/my-government/ Making a Law Project</p>
--	--	--	---	---	---

				Government Resources: http://www.socialstudiesforkids.com/subjects/government.htm	
6.1.5.HistoryUP.2:	<p>Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>Describe how culture is expressed through and influenced by the behavior of people.</p> <p>Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p>	<p>Theme: Religion/Culture/Traditions</p> <p>Concepts: culture, language, traditions, customs, family life, diversity, religion</p> <p>Skills: discussions, research, higher-level thinking, inquiry, problem solving, comparing, contrasting</p> <p><i>Cross-Curricular Connections:</i> writing, speaking and listening</p>	<p>Case Study:</p> <p>Teacher will introduce and define the different case study topics (religion and traditions).</p> <p>To: Teach “What is a religion? What are traditions? How do religion and traditions make up culture?”</p> <p>With: Explore the different religions/traditions/cultures of the world.</p> <p>By: Students will research the religion, traditions and cultures of the country.</p> <p>Suggested Mini Lessons:</p> <p>Mini Lesson: Diversity</p> <p>Mini Lesson: Comparing countries</p> <p>Mini Lesson: Focus on the different religions of the world</p>	<p>Accepting Diversity: http://www.scholastic.com/teachers/article/teaching-diversity-place-begin-0</p> <p>Comparing Countries: http://www.discovereducation.com/teachers/free-lesson-plans/around-the-world.cfm</p> <p>Different Religions of the World: http://www.socialstudiesforkids.com/subjects/religions.htm</p>	<p>Students choose a religion and develop a research project (WI.3.7 Conduct short research projects that build knowledge about a topic.)</p> <p>Venn Diagram: comparing different religions</p>

Unit # 2: Exploration of China's Geography, Government, Economy and Culture

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • A person's perspective of the world is shaped by their culture and heritage. • Maps, globes and other digital tools provide a way to measure, represent and understand the world in spatial terms. • China's location and geography helped form its unique cultural identity. • Environmental issues and over-population impact China's identity and society. • Students will understand the difference between democracy and communism. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • Why does geography matter? • How do culture, geography, and history shape a community? • How are world communities the same? How are they different?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Students will be expected to come to discussions prepared and engage in conversations about the topics researched and discussed. Students will apply academic language and engage in accountable talk. <p>ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <ul style="list-style-type: none"> • Students will generate and answer research questions based on class topics, interest and wonderings. <p>3-ESS2-2 Obtain and combine information to describe climates in different regions of the world. Students will research the climate of India and compare it to other countries.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.2 .Geo PP.1	<p>Themes/Concepts: Geography/Environment Theme: Geography/Environment Concepts: climate, geography, landforms, resources, populations, energy resources, pollution Skills: Discussions, Research</p>	<p>Teacher will introduce and define the different case study topics (geography/environment).</p> <p>Case Study: To: Teach "What is geography/environment?"</p>	<p>Chinese Interactive Activities: http://www.exploreaandmore.org/teachers/country.aspx?country=China&from=host</p>	<p>Blank Printable Map of China: http://www.3dgeography.co.uk/#!/blank-map/cj4i</p>

	<p><u>Questions:</u></p> <ul style="list-style-type: none"> • Why does geography matter? • How does pollution affect the population? • How does a community's landforms and geographical features affect the economy, politics, and culture? • What affects food supply? 		<p>With: Explore the different geographies/environments of the world.</p> <p>By: Students will research the geography/environment of the country.</p> <p>Mini-lessons</p> <p>Discussions</p> <p>Discuss why the Chinese refer to their country as the “Middle Kingdom” because of its isolation (deserts, mountain ranges, ocean borders)</p>	<p>Video Explaining China's Geography: https://www.youtube.com/watch?v=J6IrkUvJxio</p> <p>General Information About China: http://www.enchantinglearning.com/asia/china/</p> <p>http://kids.nationalgeographic.com/expl ore/countries/china/#china-dragon.jpg</p> <p>China's Environmental Problems http://wwf.panda.org/who_we_are/wwf_offices/china/environmental_problems_china/</p> <p>China's Environment: http://www.historyforkids.org/learn/china/environment/</p> <p>China's Geography: http://encyclopedia.kids.net.au/page/pe/People's_Republic_of_China#Geography</p>	
--	--	--	---	--	--

<p>6.1.2. Geo.H E.1:</p> <p>6.1.2 .Geo. HE.2 :</p>	<p>Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p>	<p>Theme: Economy</p> <p>Concepts: budget, trade, currency, exchange rates,</p> <p>Skills: discussions, research, writing, higher-level thinking, inquiry, problem solving</p> <p><i>Cross-Curricular Connections:</i> math, writing</p>	<p>Case Study:</p> <p>Teacher will introduce and define the different case study topics (economy).</p> <p>To: Teach “What is an economy?”</p> <p>With: Explore the different economies of the world.</p> <p>By: Students will research the economy of the country.</p> <p>Mini-lessons</p> <p>China’s Economy</p> <p>Discussions</p> <p>Sweatshops; child labor</p>	<p>China’s Economy: http://encyclopedia.kids.net.au/page/ec/Economy_of_China</p> <p>Sale’s Tax/Labor: http://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-three-labor-choice-sales-tax.pdf</p>	<p>Class Discussion</p> <p>Research Project</p>
<p>6.1.5.Ci vics PI.9 :</p> <p>6.1.5.Hi stor yUP .7</p>	<p>Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws</p> <p>Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> • What are politics? • How are politics connected to 	<p>Theme: Politics</p> <p>Concepts: government, language, laws, customs, elections, debate</p> <p>Skills: discussions, research, higher-level thinking, inquiry, problem solving, debating</p> <p><i>Cross-Curricular Connections:</i> writing, speaking and listening</p>	<p>Case Study:</p> <p>Teacher will introduce and define the different case study topics (politics).</p> <p>To: Teach “What are politics?”</p> <p>With: Explore the different economies of the world.</p> <p>By: Students will research the politics of the country.</p> <p>Mini-lessons</p> <p>Communism compared to democracy</p> <p>Discussions</p> <p>Discuss “One Child Policy”</p> <p>Discuss human rights in China</p>	<p>China’s Politics: http://encyclopedia.kids.net.au/page/politics_of_China</p> <p>http://www.asianinfo.org/asianinfo/china/pro-politics.htm</p> <p>http://encyclopedia.kids.net.au/page/people's_Republic_of_China#Geography</p>	<p>Mock Debate</p> <p>Mock Elections</p> <p>Venn Diagram</p>

	economy, geography, and/or culture?				
6.1.5 .Hist oryU P.7:	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	Theme: Religion/Culture/Lifestyles Concepts: culture, language, traditions, customs, family life, diversity, religion Skills: discussions, research, higher-level thinking, inquiry, problem solving, comparing, contrasting <i>Cross-Curricular Connections:</i> writing, speaking and listening	Case Study: Teacher will introduce and define the different case study topics (religion and traditions). To: Teach “What is a religion? What are traditions? How do religion and traditions make up culture?” With: Explore the different religions/traditions/cultures of the world. By: Students will research the religion, traditions and cultures of the country. Mini Lessons Compare/contrast China’s culture to other areas Discussion What makes Chinese culture unique?	Religion in China: http://www.historyforkids.org/learn/china/religion/ Chinese Crafts: http://www.historyforkids.org/crafts/china.htm Art in China: http://www.historyforkids.org/learn/china/art/ Lifestyles: http://www.historyforkids.org/learn/china/people/ Culture: http://kids.nationalgeographic.com/explore/countries/china/#china-dragon.jpg http://www.historyforkids.org/learn/china/people/ http://encyclopedia.kids.net.au/page/pe/People's_Republic	Class Discussion Venn Diagram
6.1.5 .Hist oryU P.7:	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.				
6.1.5 .Civi csPR .3:	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.				
6.1.5 .Civi csPR .4:	Explain how policies are developed to address public problems.				
	<u>Questions:</u> <ul style="list-style-type: none"> How is culture impacted by 				

	<p>geography, politics and economy?</p> <ul style="list-style-type: none"> • How are traditions, impacted by geography, politics and economy? • How is religion impacted by geography, politics and economy? 			<p>of_China#Geography</p> <p>http://www.exploreandmore.org/world/default.htm</p> <p>Recreation: http://www.discovereducation.com/teachers/free-lesson-plans/china-people-and-places.cfm</p>	
--	--	--	--	--	--

Unit # 3: Exploration of India's Geography, Government, Economy and Culture

Enduring Understandings: <ul style="list-style-type: none"> • A person's perspective of the world is shaped by their culture and heritage. • Maps, globes and other digital tools provide a way to measure, represent and understand the world in spatial terms. • India's colonial past helped shape its culture (being controlled by England influenced language, religion, sports, food, etc). • In history, India's location surrounded by water has impacted its commercial trade and other economical factors. • Population can affect how a country uses and distributes its natural resources. • Religion can play an important role in cultural development and tradition. • Though many different languages are spoken among countries, English is a common language spoken throughout all of India. 	Essential Questions: <ul style="list-style-type: none"> • Why does geography matter? • How do culture, geography, and history shape a community? • How are world communities the same? How are they different?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>3-ESS2-2 Obtain and combine information to describe climates in different regions of the world. Students will research the climate of India and compare it to other countries.</p> <p>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process. Students will identify problems that affect the population and economy of India and discuss solutions</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.2 .Geo PP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).	Theme: Geography/Environment Concepts: climate, geography, landforms, resources, populations, energy resources, pollution Skills: Discussions, Research	Case Study: Teacher will introduce and define the different case study topics (geography/environment). To: Teach "What is a geography/environment?" With: Explore the different geographic/environments of India.	Shared Reading Encompassing All 4 Focus Areas: http://kids.nationalgeographic.com/expl ore/countries/india/# india-tajmahal.jpg	"Traveling to and From India"/"Make a Choropleth Map"/"India's Climate"/Indian Cities Word Search--

	<p><u>Questions:</u></p> <ul style="list-style-type: none"> Why does geography matter? How does pollution affect the population? How does a community's landforms and geographical features affect the economy, politics, and culture? What affects food supply? 		<p>By: Students will research the geography/environment of India.</p> <p>Suggested Mini Lessons:</p> <p>Mini Lesson: "Travel to and from India"</p> <p>Mini Lesson: "Make a Choropleth Map" (Rainfall in India)</p> <p>Mini Lesson: "Indian Cities"</p> <p>Mini Lesson: "India's Climate"</p>	<p>3D India Geography/All Mini Lessons: http://www.3dgeography.co.uk/#!/geography-of-india/c179h</p> <p>India Fact File: http://media.wix.com/ugd/5cd6ef_3ea99c86b21d48f89b5ce01f0c64d1c3.pdf</p>	<p>"India Worksheets" through the 3D India Geography website. http://www.3dgeography.co.uk/#!/india-worksheets/c1w6h</p> <p>Blank Printable Map of India: http://www.3dgeography.co.uk/#!/blank-map/cj4i</p> <p>(To be filled out throughout all lessons --) India Fact File Fill-in Worksheet: http://media.wix.com/ugd/5cd6ef_3ea99c86b21d48f89b5ce01f0c64d1c3.pdf</p>
<p>6.1.2. Geo.H E.1:</p> <p>6.1.2 .Geo. HE.2 :</p>	<p>Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>Describe how human activities affect the culture and environmental characteristics of places or regions (e.g.,</p>	<p>Theme: Economy</p> <p>Concepts: budget, trade, currency, exchange rates,</p> <p>Skills: discussions, research, writing, higher-level thinking, inquiry, problem solving</p> <p><i>Cross-Curricular Connections:</i> math, writing</p>	<p>Case Study:</p> <p>Teacher will introduce and define the different case study topics (economy).</p> <p>To: Teach "What is an economy?"</p> <p>With: Explore the different economies of India.</p> <p>By: Students will research the economy of the country.</p> <p>Suggested Mini Lesson:</p> <p>Compare Indian economics to American economics through class wide discussion/Venn Diagram (emphasize rise of tech</p>	<p>Shared Reading Encompassing All 4 Focus Areas: http://kids.nationalgeographic.com/expl ore/countries/india/# india-tajmahal.jpg</p>	<p>(To be filled out throughout all lessons --) India Fact File Fill-in Worksheet: http://media.wix.com/ugd/5cd6ef_3ea99c86b21d48f89b5ce01f0c64d1c3.pdf</p> <p>Venn Diagram</p>

	transportation, housing, dietary needs).		industry and outsourcing of US jobs) Poverty in India		Charts, Graphs of researched information
6.1.5.Civics PI.9 : 6.1.5.HistoryUP .7	<p>Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws</p> <p>Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> • What are politics? • How are politics connected to economy, geography, and/or culture? 	<p>Theme: Politics</p> <p>Concepts: government, language, laws, customs, elections, debate</p> <p>Skills: discussions, research, higher-level thinking, inquiry, problem solving, debating</p> <p><i>Cross-Curricular Connections:</i> writing, speaking and listening</p>	<p>Case Study:</p> <p>Teacher will introduce and define the different case study topics (politics). To: Teach “What are politics?” With: Explore the different economies of India. By: Students will research the politics of the country.</p> <p>Suggested Mini Lesson:</p> <p>Compare Indian politics to American politics through class wide discussion/Venn Diagram (emphasize that India is the world’s largest democracy)</p>	<p>Shared Reading Encompassing All 4 Focus Areas: http://kids.nationalgeographic.com/expl ore/countries/india/# india-tajmahal.jpg</p>	<p>(To be filled out throughout all lessons --) India Fact File Fill-in Worksheet: http://media.wix.com/ugd/5cd6ef_3ea99c86b21d48f89b5ce01f0c64d1c3.pdf</p> <p>Venn Diagram</p>
6.1.5.HistoryUP.7: 6.1.5.Hist	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	<p>Theme: Religion/Culture/Lifestyles</p> <p>Concepts: culture, language, traditions, customs, family life, diversity, religion</p> <p>Skills: discussions, research, higher-level thinking, inquiry, problem solving, comparing, contrasting</p> <p><i>Cross-Curricular Connections:</i> writing, speaking and listening</p>	<p>Case Study:</p> <p>Teacher will introduce and define the different case study topics (religion, culture and traditions). To: Teach “What is a religion? What are traditions? How do these make up culture?” With: Explore the different religions of India.</p>	<p>Shared Reading Encompassing All 4 Focus Areas: http://kids.nationalgeographic.com/expl ore/countries/india/# india-tajmahal.jpg</p>	Students brainstorm what they would find in India if they had their own “bubble” after watching “Becca and the Big Bubble”

<p>oryU P.7:</p> <p>6.1.5 .Civi csPR .3:</p> <p>6.1.5 .Civi csPR .4:</p>	<p>Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</p> <p>Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p> <p>Explain how policies are developed to address public problems.</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> • How is culture impacted by geography, politics and economy? • How are traditions, impacted by geography, politics and economy? • How is religion impacted by geography, politics and economy? 		<p>By: Students will research the religion and traditions of the country.</p> <p>Suggested Mini Lessons:</p> <p>Mini Lesson: Religions in India</p> <p>Mini Lesson: Culture in India (Language, Homes, People)</p> <p>Mini Lesson: Family Life</p> <p>Mini Lesson: Traditions & Games (see Cricket)</p>	<p>*Possible Read Alouds* Books on Family and Home life: http://www.teachindiaproject.org/Books_about_family_life.htm</p> <p>Culture in India: “Becca and the Big Bubble: Becca Goes to India” Online Video Story: (Quality isn’t great, but this could be used in tandem with other India Read Alouds) http://www.teachindiaproject.org/Cricket_rules_stories_and_more.htm https://www.youtube.com/watch?v=8LPiSIeN34k</p> <p>More Culture in India (Language, Homes, People): http://www.oocities.org/teacherkab/countries/india.htm</p> <p>About Cricket (Book List): http://www.teachindiaproject.org/Cricket</p>	<p>(To be filled out throughout all lessons --) India Fact File Fill-in Worksheet: http://media.wix.com/ugd/5cd6ef_3ea99c86b21d48f89b5ce01f0c64d1c3.pdf</p>
--	--	--	--	--	---

				_rules_stories_and_more.htm	
--	--	--	--	---	--

Unit # 4: Exploration of Africa's Geography, Government, Economy and Culture

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • A person's perspective of the world is shaped by their culture and heritage. • Maps, globes and other digital tools provide a way to measure, represent and understand the world in spatial terms. • Africa's colonial past helped shape its culture (being controlled by various European cultures influenced language, religion, sports, food, religious divisions, etc). • Africa's countries have a wealth of natural resources, but still struggle to form thriving economies. • Africa's countries have their own unique cultures despite often being lumped together as "Africa." Africa is a continent comprised of smaller unique countries. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why does geography matter? • How do culture, geography, and history shape a community? • How are world communities the same? How are they different?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process. Students will identify problems that affect the population and economy of Africa and discuss solutions</p> <p>3-ESS2-2 Obtain and combine information to describe climates in different regions of the world. Students will research the climate of India and compare it to other countries.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.4. B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work.	<p>Theme: Geography/Environment</p> <p>Concepts: climate, geography, landforms, resources, populations, energy resources, pollution</p> <p>Skills: Discussions, Research</p>	<p>Case Study:</p> <p>Teacher will review the different case study topics (geography/environment).</p> <p>To: Teach "What is geography and environment?"</p>	<p>Kenya:</p> <p>http://kids.nationalgeographic.com/expl ore/countries/kenya/#kenya-reserve.jpg</p>	<p>Kenya 3D Geography Printable Activities:</p> <p>http://www.3dgeography.co.uk/#!/kenya-worksheets/c1u3b</p>

	<p><u>Questions:</u></p> <ul style="list-style-type: none"> • Why does geography matter? • How does pollution affect the population? • How does a community's landforms and geographical features affect the economy, politics, and culture? • What affects food supply? 		<p>With: Explore the geography and environment of the African continent with students. By: Students will independently research the geography and environment of an African country of their choice.</p> <p>Suggested Mini Lessons: Mini Lesson: How to find resources</p> <p>Mini Lesson: How to research: Geography/Environment of Kenya (1-2 days)</p> <p>Mini Lesson: How to research Geography/Environment of Egypt (1-2 days)</p> <p>Mini Lesson: How to research South Africa</p>	<p>3D Kenya Geography: http://www.3dgeography.co.uk/#!/kenya-geography/c6s8</p> <p>Egypt: http://kids.nationalgeographic.com/explore/countries/egypt/#egypt-pyramids.jpg</p> <p>South Africa Interactive Website: http://www.exploreandmore.org/world/default.htm</p> <p>**For Personal Exploration/Interactive Africa: http://www.our-africa.org/</p>	<p>Connecting Case Studies: Students finish working in groups, each highlighting one Theme/Concept (see Content, Themes, Concepts, and Skills). For each Case Study, students become experts in their concept domain. At the end of this case study, students use their expertise and research to collaborate on a comprehensive, class-wide world project</p>
<p>6.1.4. B.2</p>	<p>Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> • What is economy? • How are economy and politics connected? 	<p>Theme: Economy Concepts: budget, trade, currency, exchange rates, Skills: discussions, research, writing, higher-level thinking, inquiry, problem solving <i>Cross-Curricular Connections:</i> math, writing</p>	<p>Case Study: Teacher will review the different case study topics (economy). To: Review "What is economy?" With: Explore the economy of the African continent with students. By: Students will independently research the economy of an African country.</p> <p>Suggested Mini Lessons: Mini Lesson: How to research: Economy of Kenya (1-2 days)</p>	<p>Kenya: http://kids.nationalgeographic.com/explore/countries/kenya/#kenya-reserve.jpg http://www.3dgeography.co.uk/#!/kenya-geography/c6s8</p> <p>Egypt: http://kids.nationalgeographic.com/explore/countries/egypt/#egypt-pyramids.jpg</p>	<p>Ongoing Assessment: Independent Country Project</p>

	<ul style="list-style-type: none"> How does geography affect the economy of a country? 		Mini Lesson: How to research Economy of Egypt (1-2 days)	**For Personal Exploration/Interactive Africa: http://www.our-africa.org/	
6.1.4. A.14	<p>Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> What are politics? How are politics connected to economy, geography, and/or culture? 	<p>Theme: Politics</p> <p>Concepts: government, language, laws, customs, elections, debate</p> <p>Skills: discussions, research, higher-level thinking, inquiry, problem solving, debating</p> <p><i>Cross-Curricular Connections:</i> writing, speaking and listening</p>	<p>Case Study:</p> <p>Teacher will review the different case study topics (politics). To: Review “What are politics?” With: Explore the politics of the African continent with students. By: Students will independently research the politics of an African country.</p> <p>Suggested Mini Lessons:</p> <p>Mini Lesson: How to research: Politics of Kenya (1-2 days)</p> <p>Mini Lesson: How to research Politics of Egypt (1-2 days)</p>	<p>Kenya: http://kids.nationalgeographic.com/explore/countries/kenya/#kenya-reserve.jpg</p> <p>http://www.3dgeography.co.uk/#!kenya-geography/c6s8</p> <p>Egypt: http://kids.nationalgeographic.com/explore/countries/egypt/#egypt-pyramids.jpg</p> <p>**For Personal Exploration/Interactive Africa: http://www.our-africa.org/</p>	Ongoing Assessment: Independent Country Project
6.1.4. D.13; 6.1.4. D.18; 6.1.4. D.20	<p>Describe how culture is expressed through and influenced by the behavior of people.</p> <p>Explain how an individual’s beliefs, values, and traditions may</p>	<p>Theme: Religion/Culture/Traditions</p> <p>Concepts: culture, language, traditions, customs, family life, diversity, religion</p> <p>Skills: discussions, research, higher-level thinking, inquiry, problem solving, comparing, contrasting</p> <p><i>Cross-Curricular Connections:</i> writing, speaking and listening</p>	<p>Case Study:</p> <p>Teacher will review the different case study topics (Religion/Culture/Traditions). To: Review “What are religion/culture/traditions?” With: Explore religion/culture/tradition of the African continent with students. By: Students will independently research the</p>	<p>People & Places Lesson Plan: http://www.discovereducation.com/teachers/free-lesson-plans/africa-its-people-and-places.cfm</p> <p>Rwanda Dance, Music, & Culture:</p>	Ongoing Assessment: Independent Country Project

<p>reflect more than one culture.</p> <p>Describe why it is important to understand the perspective of other cultures in an interconnected world.</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> • How is culture impacted by geography, politics and economy? • How are traditions, impacted by geography, politics and economy? • How is religion impacted by geography, politics and economy? 			<p>religion/culture/tradition of an African country.</p> <p>Suggested Mini Lessons: Mini Lesson: People & Places (3 days--see Lesson Plan) Mini Lesson: Rwanda Dance, Music, and Culture</p>	<p>http://www.our-africa.org/rwanda/people-culture</p> <p>**For Personal Exploration/Interactive Africa: http://www.our-africa.org/</p>	

General Differentiated Instruction Strategies	
<ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment 	<ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers

notes/outline	<ul style="list-style-type: none"> • Reading partners 	learning	
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).

- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining them with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring

multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, from early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>