

BUTLER SCHOOL DISTRICT

Grade 3 Social Studies Curriculum

Authored by:
April Legregni

Adapted from:
New Jersey Student Learning Standards

Reviewed by:
Suzanne Greco, Supervisor of Humanities
Dr. Daniel R. Johnson, Superintendent

Adopted:
June 23, 2022

Last Updated:
June 1, 2022

Members of Butler Board of Education:

Tracy Luciani, President
Karen Smith, Vice President
Alison Allison, Board Member
Angela Drucker, Board Member
Jason Karpowich, Board Member
Heather Oguss, Board Member
Jamie Tacinelli, Board Member
Jane Tadros, Board Member
Chris Ziegler, Board Member
Marlene Arabia, Bloomingdale Representative

Butler School District
38 Bartholdi Avenue
Butler, NJ 07405
www.butlerboe.org

VISION STATEMENT

The Butler School District Social Studies Department is committed to instructional processes that incorporate 21st century skills for future careers, engage students in civic discussion and discourse, and are scaffolded to meet the needs of all learners. At all points, through hands-on experiences and an inquiry approach, students will integrate media literacy, source analysis, and multiple perspectives to create a full picture of historical events, people, and places. We aim to create well-rounded students who can empathize with varying social perspectives and creatively problem-solve in a student centered environment.

As a result of a Butler School District Social Studies education, students will be able to...

- Actively participate in civic life
- Approach life's challenges with a critical mindset
- Understand who they are, where they have been, and where they are going
- Discuss, debate, use authentic documents, simulations, and research various issues within society
- Understand and develop empathy through the analysis of multiple perspectives
- Analyze primary and secondary sources in order to interpret history
- Evaluate current day issues through various viewpoints
- Develop 21st century skills through differentiated instruction
- Research, create and evaluate historical concepts
- Cooperate with others
- Engage in creative problem-solving
- Critically assess the world in which they live

COURSE OVERVIEW

In this course, students will begin by learning about levels of government and how different levels have different powers and responsibilities. They will also learn that individuals play a role in how the government functions and that they elect representatives to act on behalf of the people. Then they will explore concepts in geography including how and why people have migrated and settled in new regions at different places and times. Next, they will learn about the economy and how decisions are made based on setting goals and identifying the resources available to achieve those goals. Finally, they will learn about tools historians use to study history and how understanding the past deepens our understanding of their lives today.

GOALS

The goals of this course are the 2020 New Jersey Student Learning Standards for Social Studies.

ASSESSMENT

Student learning will be assessed through a variety of formative, summative, benchmark, and alternative assessments.

SCOPE AND SEQUENCE
(Pacing Guide)

Unit of Study	Estimated Time
Unit I: Civics, Government, and Human Rights	September-October
Unit II: Geography, People, and the Environment	November-January
Unit III: Economics, Innovation, and Technology	February-March
Unit IV: History, Culture, and Perspectives	April-June

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Butler Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Students with IEPs, 504s, and/or Students at Risk of Failure Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

Gifted & Talented Students Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

English Language Learners Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students

through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

21ST CENTURY THEMES & SKILLS

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

UNIT
Unit 1 Civics, Government, and Human Rights
UNIT SUMMARY
In this unit, students will learn that there are various levels of government that have different powers and responsibilities. They will also learn that individuals play a role in how the government functions and that they elect representatives to act on behalf of the people. Additionally, they will learn that there are processes for establishing rules and laws and they are designed to protect the rights of people, help resolve conflicts, and promote the common good.
STANDARDS
<ul style="list-style-type: none"> • 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. • 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). • 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels • 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States. • 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. • 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government. • 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.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws • 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.2: Describe the process by which immigrants can become United States citizens. • 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. • 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.
INTERDISCIPLINARY CONNECTIONS
<ul style="list-style-type: none"> • RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

- 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).

ENDURING UNDERSTANDINGS

- In a representative democracy, individuals play a role in how the government functions.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.
- Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
- There are different processes for establishing rules and laws.
- Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.

ESSENTIAL QUESTIONS

- What role do individuals play in a representative government?
- What are the responsibilities and powers of the different levels of government?
- Why are rules and laws important and how are they established?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

By the end of today's lesson, you will be able to...

- Describe various ways people benefit from working together
- Investigate different ways people participate in government
- Explain how the United States is a democracy where the people elect representatives to run the government
- Describe the roles of elected representatives and how they interact with citizens at various levels
- Describe the services our government provides the people of the United States at various levels

- Explain how the government functions at the local, county, and state level
- Describe the roles and responsibilities of the three branches of the national government
- Explain how national and state governments share power in the federal system of government
- Describe how the United States Constitution defines and limits the power of government
- Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws
- Compare procedures for making decisions in a variety of settings
- Describe the process by which immigrants can become United States citizens
- Evaluate school and community rules, laws and policies and determine if they meet their intended purpose
- Explain how policies are developed to address public problems

SUGGESTED ACTIVITIES

- Complete a chart to list and describe how people benefit from working together in these categories: government, workplaces, voluntary organizations, and families
- Read various books or watch videos on the different ways people participate in government
- Write a RACE response explaining how the United States is a representative democracy (where the people elect representatives to run the government)
- Make a slideshow describing the roles of elected representatives and how they interact with citizens at local, state, and national levels
- Create a chart to describe the services our government provides the people in the community, state and across the United States
- Make a poster describing the roles and responsibilities of the three branches of the national government
- Verbally explain how national and state governments share power in the federal system of government
- Write a response to describe how the United States Constitution defines and limits the power of government and the power citizens have to fight racism and injustice (Holocaust)
- Research a country and complete a Venn Diagram comparing and contrasting their government, customs, and laws with the United States
- Class discussion comparing procedures for making decisions in a variety of settings including classroom, school, government, and /or society
- Write a journal response describing how immigrants become a U. S. Citizen
- Class discussion to evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose
- Create a mock situation where the class decides on a public problem and then work together to explain how policies would be developed to address the problem

EVIDENCE OF LEARNING

Formative Assessments:

Summative Assessments:

<ul style="list-style-type: none"> • Graphic organizer • RACE Response • Poster • Google slides presentation • Role play activity • Journal entry • Document analysis-U.S. Constitution 	<ul style="list-style-type: none"> • Unit Test • Google slides presentation
Benchmark Assessment: <ul style="list-style-type: none"> • Teacher-created benchmark test 	Alternative Assessments: <ul style="list-style-type: none"> • Project • Choice Board Assignment • Research project • Class presentation
INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)	
<p>Primary sources:</p> <ul style="list-style-type: none"> • U.S. Constitution • Historical Photographs <p>Other resources:</p> <ul style="list-style-type: none"> • Book: We the Kids – by David Catrow • Nearpod Content Library • Teacher Created Google Slides 	
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS	
See Appendix A	

UNIT
Unit 2 Geography, People, and the Environment
UNIT SUMMARY
In this unit, students will learn that people have migrated and settled in new regions at different places and times. They will also learn that regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.
STANDARDS
<ul style="list-style-type: none"> • 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. • 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.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. • 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.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere • 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed
INTERDISCIPLINARY CONNECTIONS
<ul style="list-style-type: none"> • RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. • RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. • RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). • W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.
CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

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).

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).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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).

ENDURING UNDERSTANDINGS

- Regions form and change as a result of unique physical characteristics conditions, economies, and cultures
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.

ESSENTIAL QUESTIONS

- What are the characteristics of each U.S. region?
- What influences the migration and settlement patterns of people in the U.S. over time?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

By the end of today's lesson, you will be able to...

- Compare and contrast characteristics of regions in the United States
- 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
- Use geography to describe how human movement relates to the location of natural resources and explain how it sometimes results in conflict
- Investigate the different physical and human characteristics of urban, suburban and rural communities
- Identify the factors that might attract individuals to live in urban, suburban and rural communities
- Describe how the migration and settlement patterns of Native American groups impacted different regions
- Compare and contrast the migration of various groups of people

SUGGESTED ACTIVITIES

- Complete a Venn Diagram comparing and contrasting characteristics of two different regions of the United States
- Have a class discussion describing how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions

- Create a map showing the location of natural resources and use it to show human movement relating to those natural resources
- Create an acrostic poem including physical and human characteristics for urban, suburban and rural communities
- Write an essay using the RACE strategy explaining why someone would like to live in either an urban, suburban, or rural community, citing evidence to support their thinking
- Have a class discussion describing how the migration and settlement patterns of Native American groups impacted different regions
- Complete a Venn Diagram comparing and contrasting the migration experiences of two different groups of people (Amistad)

EVIDENCE OF LEARNING

Formative Assessments:

- Graphic organizer-Venn Diagram
- RACE Response
- Acrostic Poem-Types of Communities
- Map

Summative Assessment:

- Argument Essay
- Unit Test
- Google slides presentation

Benchmark Assessment:

- Teacher-created benchmark test

Alternative Assessments:

- Project
- Choice Board Assignment
- Research project
- Class presentation

INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Levelled Texts, and Supplemental Resources)

Primary sources:

- Maps: U.S. Regions, Migration Patterns, Population Density
- Photographs of Urban, Suburban, Rural Communities

Other resources:

- Nearpod Content Library
- Epic Book Library
- Teacher Created Google Slides

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

See Appendix A

UNIT
Unit 3 Economics, Innovation, and Technology
UNIT SUMMARY
In this unit, students will learn that the economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources. These decisions are made based on setting goals and identifying the resources available to achieve those goals. The availability of human capital, and/or natural resources has contributed to the specialization of trade and production and the exchange of goods and services can have negative and positive effects.
STANDARDS
<ul style="list-style-type: none"> • 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make. • 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community. • 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations. • 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade. • 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). • 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products. • 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.
INTERDISCIPLINARY CONNECTIONS
<ul style="list-style-type: none"> • RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. • RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. • RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). • 3.OA D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.
CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

<ul style="list-style-type: none"> ● 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals. ● 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy. ● 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences 	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Economic decision making involves setting goals and identifying the resources available to achieve those goals. ● An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources. ● The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production. ● The exchange of goods and services can have negative and positive effects. 	<ul style="list-style-type: none"> ● What influences the economic decision people make? ● What is the role of trade and why is it important?
STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)	
<p>By the end of today's lesson, you will be able to...</p> <ul style="list-style-type: none"> ● Identify positive and negative incentives that affect the decisions people make ● Use data to compare the cost of items to determine the benefits to individuals and/or the community ● Explain how the scarcity and choice affect decisions ● Explain why individuals and businesses specialize and trade ● Identify examples of the variety of resources that are used to produce goods and services ● Describe how supply and demand influence price and output of products ● Explain why individuals and societies trade, how trade functions, and the role of trade 	
SUGGESTED ACTIVITIES	
<ul style="list-style-type: none"> ● Make a T-Chart of positive and negative incentives that influence the decisions people make ● Complete a class cost benefit analyses project ● Write a journal response explaining how scarcity and choice affect decisions ● Have a class discussion to explain why individuals and businesses specialize and trade ● Research a good or service and list the resources used to produce that good or service 	

<ul style="list-style-type: none"> • Write a journal response describing how supply and demand influence price and output of products • Have a class discussion to explain why individuals and societies trade, how trade functions, and the role of trade 	
EVIDENCE OF LEARNING	
Formative Assessments: <ul style="list-style-type: none"> • Journal entry • Graphic organizer • Cost benefit analyses project 	Summative Assessment: <ul style="list-style-type: none"> • Explanatory Essay • Google slides presentation
Benchmark Assessment: <ul style="list-style-type: none"> • Teacher-created benchmark test 	Alternative Assessments: <ul style="list-style-type: none"> • Project • Choice Board Assignment • Research project • Class presentation
INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)	
Primary sources: <ul style="list-style-type: none"> • Wants/Needs video Other resources: <ul style="list-style-type: none"> • Nearpod Content Library • Teacher Created Google Slides 	
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS	
See Appendix A	

UNIT
Unit 4 History, Culture, and Perspectives
UNIT SUMMARY
In this unit, students will learn that there are a variety of sources that help us understand the past and that chronological sequencing helps us track events over time. They will also learn that understanding the past deepens through analysis of a wide variety of primary and secondary sources.
STANDARDS

- 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.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

INTERDISCIPLINARY CONNECTIONS

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

- 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).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

ENDURING UNDERSTANDINGS

- Chronological sequencing helps us track events over time
- There are a variety of sources that help us understand the past.
- Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.

ESSENTIAL QUESTIONS

- Which key historical events led to the creation of New Jersey and the United States?
- What led to the early European exploration of North America?
- What is the American identity?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

By the end of today's lesson, you will be able to...

- Analyze historical events from the past to explain how they led to the creation of the state of New Jersey and the United States
- Use sources to illustrate how the American identity has changed over time
- Examine early European explorations of North America
- Construct an argument for the role of historical symbols, monuments, and holidays and how they affect the American identity

SUGGESTED ACTIVITIES

- Create a Google Slideshow showing/explaining how key historical events led to the creations of New Jersey and the United States (Amistad)
- Create a timeline of how the American identity has evolved over time (DEI)
- Create a map showing the routes of early European exploration of North America
- Write an essay explaining the role of historical symbols, monuments, and holidays and how they affect the American identity

EVIDENCE OF LEARNING

Formative Assessments:

- Concept Map
- Timeline
- Journal entry
- Classwork

Summative Assessment:

- Argument Essay
- Explanatory Essay
- Unit Test

Benchmark Assessment:

- Teacher-created benchmark test

Alternative Assessments:

- Project
- Choice Board Assignment
- Research project
- Class presentation

INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Levelled Texts, and Supplemental Resources)

Primary sources:

- Maps of routes of early explorers
- Maps of Immigration patterns
- Library of Congress-[Symbols of the United States](#)
- [KidCitizen-Capture The Flag](#)
- [KidCitizen-Thanksgiving](#)

Other resources:

- [Ellis Island Webquest](#)
- Teacher Created Google Slides
- Book: *The Name Jar* by Yangsook Choi

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

See Appendix A

Appendix A

Special Education:

- Provide modified notes and access to extra copies online
- Provide oral reminders and check student work during independent work time
- Model skills/techniques to be mastered
- Check and sign assignment planner
- Preferential seating
- Pair visual prompts with verbal presentations
- Modified or scaffolded homework and classwork
- Extended time as needed
- Provide graphic organizers and study guides

English Learners:

- Provide scaffolded assignments and assessments
- Pair visual prompts with visual presentations
- Check and sign assignment planner
- Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment and assessment as needed
- Highlight key vocabulary
- Use graphic organizers
- Provide verbal and written directions
- Preferential seating with a English-speaking peer

At Risk of Failure:

- Check and sign assignment planner
- Encourage class participation and reinforce skills
- Model skills and assignments
- Extended to time to complete class work
- Preferential seating
- Provide extra help outside of class and 1:1 instruction when needed
- Communicate regularly with students' other teachers
- Provide positive feedback for tasks well done
- Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers