

# Verona Public School District Curriculum Overview

## Grade Three - Social Studies



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**Curriculum Developed:**

Winter 2012  
July 2015, 2016

**Board Approval Date:**

April 10, 2012  
August 30, 2016

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**Verona Public Schools Mission Statement:**

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

**Course Description:**

The primary objective of the K-4 social studies program is to create an environment which nurtures thoughtful, active citizens who can function productively in a multicultural, rapidly changing, and increasingly interdependent world. The social studies program provides a variety of affective and cognitive experiences which contribute to the development of a philosophy based upon the dignity and worth of each human being. This humanistic value orientation, in turn, becomes the framework for an open examination of diverse lifestyles and experiences on the local, state, national and international levels. The social studies program is founded upon the notion that a democratic society depends upon caring and responsible citizens to make rational decisions consistent with basic democratic values. Active experiences and participation within the classroom, school and community relative to that democratic process are essential. The social studies classroom provides the initial setting where students can begin to inquire into questions dealing with the study of human social relationships. The disciplines of geography, history, civics, and economics provide the basis for organizing a multitude of learning activities into core programs. This course of study should be viewed as a basic plan for learning: to acquire social studies skills and concepts, to develop a method of analyzing problems and to encourage an attitude of tolerance toward differences. Equally important in this curriculum design is the notion of individual dignity, which addresses the need for each child to feel a part of the school and community so that all children can feel comfortable enough to use their fullest opportunity for self-realization. Lessons will include exposure to memorable works of art, literature, and music throughout the year. Lessons will incorporate information mandated by local policy, and state and national legislation including prejudice reduction, Holocaust studies, Black history, and the US Constitution.

**Prerequisite(s):** none

## Standard 8: Technology Standards

<b>8.1: Educational Technology:</b> <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>		<b>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>	
<b>X</b> A. Technology Operations and Concepts <b>X</b> B. Creativity and Innovation <b>X</b> C. Communication and Collaboration <b>X</b> D. Digital Citizenship <b>X</b> E. Research and Information Fluency <b>X</b> F. Critical thinking, problem solving, and decision making			
		A. The Nature of Technology: Creativity and Innovation <b>X</b> B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming	

## SEL Competencies and Career Ready Practices

<b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>		<b>Career Ready Practices:</b> <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>	
<b>Self-awareness:</b> 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.	<b>x</b> CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.		
<b>Self-management:</b> 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.	<b>x</b> CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.		
<b>Social awareness:</b> 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.	<b>x</b> CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.		
<b>Relationship skills:</b> 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.	<b>x</b> CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.		
<b>Responsible decision making:</b> 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.	<b>x</b> CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.		

## Standard 9: 21<sup>st</sup> Century Life and Careers

<p><b>9.1: Personal Financial Literacy:</b> <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p><b>9.2: Career Awareness, Exploration &amp; Preparation:</b> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p><b>9.3: Career and Technical Education:</b> <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<ul style="list-style-type: none"> <li>A. Income and Careers</li> <li>B. Money Management</li> <li>C. Credit and Debt Management</li> <li>D. Planning, Saving, and Investing</li> <li>E. Becoming a Critical Consumer</li> <li>F. Civic Financial Responsibility</li> <li>G. Insuring and Protecting</li> </ul>	<p><b>X</b></p> <ul style="list-style-type: none"> <li>A. Career Awareness (K-4)</li> <li>B. Career Exploration (5-8)</li> <li>C. Career Preparation (9-12)</li> </ul>	<ul style="list-style-type: none"> <li>A. Agriculture, Food &amp; Natural Res.</li> <li>B. Architecture &amp; Construction</li> <li>C. Arts, A/V Technology &amp; Comm.</li> <li>D. Business Management &amp; Admin.</li> <li>E. Education &amp; Training</li> <li>F. Finance</li> <li>G. Government &amp; Public Admin.</li> <li>H. Health Science</li> <li>I. Hospital &amp; Tourism</li> <li>J. Human Services</li> <li>K. Information Technology</li> <li>L. Law, Public, Safety, Corrections &amp; Security</li> <li>M. Manufacturing</li> <li>N. Marketing</li> <li>O. Science, Technology, Engineering &amp; Math</li> <li>P. Transportation, Distribution &amp; Log.</li> </ul>

## Course Materials

<p><b>Core Instructional Materials:</b> <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p><b>Differentiated Resources:</b> <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<p><u>People &amp; Places Everywhere</u> Nystrom 2005</p>	<p><b>Units 1-3: Geography and Regions</b>  <u>The Little Man In The Map</u>  <u>The United States of America, A State-by-State Guide</u>  <u>The Scrambled States Of America Keller.</u>  <u>The Scrambled States Of America Talent Show</u>  <u>United Tweets Of America: 50 State Birds:</u>  <u>The Midwest, All New, All True</u>  <u>The Northeast, All New, All True</u>  <u>The Southeast, All New, All True</u>  <u>The Southwest, All New, All True</u></p>

The West, All New, All True  
The Apache, All New, All True  
The Inuit, All New, All True  
The Pueblo, All New, All True  
The Timucua, All New, All True  
The Zuni, All New, All True  
The Aztec, All New, All True  
The Hopi, All New, All True  
California Gold Rush

**Unit 4; Immigration**

The Matchbox Diary  
The Memory Coat  
Coming to America, The Story of Immigration  
If Your Name Was Changed at Ellis Island  
Children's True Stories:Migration 5 Book set

**Unit 5: Economics**

Bringing the Rain to Kapiti Plain  
The Doorbell Rang  
How Much Is a Million?  
A New Coat for Anna  
Homer Price  
A Chair for My Mother  
Chicken Sunday  
Alexander, Who Used to Be Rich Last Sunday  
Uncle Jed's Barbershop  
Sam and the Lucky Money  
Striker Jones

Unit One: United States Geography

Duration: 6 weeks

### STAGE 1: DESIRED RESULTS

#### Established Goals:

#### 2014 Student Learning Standards for Social Studies

6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

6.1.4.B.8 Compare ways people choose to use and divide natural resources.

6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

#### New Jersey Student Learning Standards for English Language Arts

RI.3.6 Distinguish their own point of view from that of the author of a text

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.

W.3.7. Conduct short research projects that build knowledge about a topic.

W.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.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

#### Transfer

#### Transfer Goal:

*Students will be able to independently use their learning to ...*

Analyze how the geography of the United States influences the cultural development of the humans who inhabit the US regions.

#### Meaning

#### Enduring Understandings

*Students will understand that:*

- Geography helps to understand your place in the world.
- Geographical resources teach us a great deal about how states and regions were formed and the way people live.
- Geography affect the way we live our lives in many ways including economic, social and cultural impacts.
- The land not only impacts the people but the people also impact the land.

#### Essential Questions

- Why is geography important to study?
- What can maps, globes and other geographical resources tell us about the states and regions of the U.S.?
- How does geography affect the way we live?
- Does the land shape the people or do the people shape the land?

#### Acquisition of Knowledge & Skills

Students will know:

Students will be able to:

- There are different types of maps that show topographical features and physical layouts.
- There are different parts of a map that help understand the layout of the map such as a legend, scale...etc.How to use thematic maps, tables, charts, graphs, and photos to analyze a variety of geographic information (e.g., location, size, shape, population, or topographic details)
- That maps are not made to scale and that a scale is usually indicated to show the size of the land.
- That there are seven continents on Earth.
- That the United States is a part of North America
- That there are 50 states in the United States.
- The 50 states are broken up into five regions.What the elements are that make up regions such as climate and vegetation..
- Each state has characteristics that are particular to the region that they are located in.
- Each state has different landforms that affect the way the people live.
- Each state has an abbreviation used for the postal code
- Each state has a capital city.
- Landmarks that are both man-made and natural are found all over our country.About the different types of landforms.
- The characteristics that exemplify the five regions of the United States on a map and globe (i.e, Northeast, Southeast, Midwest, Southwest, and West).
- That natural and human-made boundaries are set between cities, states, and countries.
- That physical geography affects where human beings settle.
- The abbreviation and capital for their state of New Jersey.
- That there are natural and man-made landmarks in the United States.
- What a natural landmark is and discuss ones found in the US.
- What a man-made landmark is and discuss ones found in the US.
- There are relationships between climate, natural resources, and other geographic characteristics and a community's cultural development.

- Identify and label the various states within the five regions of the United States (Northeast, Southeast, Midwest, Southwest, and West) on a United States map.
- Demonstrate the understanding of the concept of scale, using a variety of maps.
- Demonstrate the ability to use the following geographic terms: harbor, island, bay, peninsula, gulf, ocean, coast, region, and mountain. Locate and label examples of each on a map.
- Recognize how physical and topographical maps or globes represent the physical features of a region.
- Use maps and other geographic representations and instruments to gather information about people, places and environments.
- Compare the shapes and purposes of natural and human-made boundaries of cities, counties and states.
- Use map features to make logical inferences and describe relationships between human settlement and physical geography.
- Differentiate between natural and man-made landmarks in the United States, using a variety of world maps and/or photographs of landmarks.
- Locate and label natural and man-made landmarks in the United States, including, but not limited to, the Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, and Niagara Falls.
- Accurately utilize a variety of maps and/or photographs to describe and identify the different climates and vegetation found in United States.
- Differentiate between a natural and man made landmark.

## STAGE 1: DESIRED RESULTS

## Established Goals:

**2014 Student Learning Standards for Social Studies**

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.2 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.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 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.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
- 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources.
- 6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

**New Jersey Student Learning Standards for English Language Arts**

- RI.3.6 Distinguish their own point of view from that of the author of a text
- 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.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.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.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**Transfer:****Transfer Goal:**

Students will be able to independently use their learning to ...  
Effectively utilize basic geographic skills to analyze the unique and rich history, culture and economy of the various regions of the United States with particular focus on the Northeast region.

**Meaning**



**Enduring Understandings***Students will understand that:*

- Native American groups established traditions and identities partially due to the features of the region.
- The United States is composed of a variety of regions.
- Each region has unique landforms, bodies of water, resources, and weather.
- People adapt to and modify their environment.
- Geographic factors have influenced the location of economic activities in the United States.
- Technological innovations help people to modify and use the environment
- People use resources to help them live.
- Landforms, climate and weather, and availability of resources affect where and how people live and work.
- Symbols and monuments reflect the accomplishments and actions of a region's people.
- The Northeast region is rich in culture, major cities, and varied landscapes.
- Despite the differences of people's backgrounds and/or beliefs, we can feel connected to a national heritage through the discussions and readings of folklore.

**Essential Questions**

- What can Native American living teach us about the Northeast region?
- How does geography affect the way we live?
- How can maps and charts help settlers, farmers, business people and tourists learn valuable information to make decisions?
- How does geography influence how people live?
- How and why do people use and change the environment?
- How has the region changed over time, and what caused those changes?
- What are the importance of symbols and monuments, and what do they say about a region?
- Why would somebody choose to live in the Northeast region?
- How do folklore from New Jersey and the Northeast region provide insights for where we live?

**Acquisition of Knowledge & Skills****Students will know:**

- Native Americans who inhabited this region, including the Lenni Lenape, made use of all available resources and surroundings.
- Maps and other geographic tools and be used to analyze people and places.
- Places are characterized by both physical and human properties.
- The physical environment can both accommodate and be endangered by human activities, including those of Native Americans..
- Regions are created as a result of unique physical conditions, economies, and cultures.
- A region's resources, physical features, and economy influence who might choose to live there.
- Major cities in the Northeast region, their characteristics, and differences of culture.
- Immigrants come to the Northeast region for various reasons and have a major impact on the state and the nation.
- A region's history is important in learning about the people and places around you.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our region's history.

**Students will be able to:**

- Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- Use physical and political maps to explain how the location and spatial relationship of places in the United States have contributed to the spread of culture and economies in which people depend on one another for goods and services.
- Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in the Northeast region.
- Describe how human interaction impacts the environment in the Northeast region.
- Compare and contrast characteristics of the Northeast region based on culture, economics, and physical environment to understand the concept of regionalism.
- Explain why some locations in the United States are more suited for settlement than others.
- Compare ways people choose to use and divide natural resources.

- The Northeast region is their home.
- The location of the Northeast region on a map.
- The use of digital geographic tools, such as digital maps or GPS, can be used to gain more information on a region.
- Folklore connects different groups of Americans by telling the stories of their individual communities.

- Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- Describe how regional communities have changed over time, and explain the reasons for changes.
- Explain the role of historical symbols, monuments, and holidays and how they affect the American identity in the Northeast region.
- Explain how folklore and the actions of famous historical and fictional characters from New Jersey and the Northeast contribute to the American national heritage.

**Unit Three:** Southeast, Midwest, Southwest, & the West

**Duration:** 7 weeks

**STAGE 1: Desired Results**

**Established Goals:**

**2014 New Jersey Student Learning Standards for Social Studies**

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.2 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.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 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.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
- 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources.
- 6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

**New Jersey Student Learning Standards for English Language Arts**

- RI.3.6 Distinguish their own point of view from that of the author of a text
- 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.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.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.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**Transfer**

**Transfer Goal:**

*Students will be able to independently use their learning to ...*

Effectively utilize basic geographic skills to analyze the unique and rich history, culture and economy of the various regions of the United States with particular focus on the Southeast, Midwest, Southwest and Western regions..

**Meaning**

**Enduring Understandings**

*Students will understand that:*

- Native American groups established traditions and identities partially due to the features of the region.
- Native Americans who inhabited these regions made use of all available resources and surroundings.
- The United States is composed of a variety of regions.
- Each region has unique landforms, bodies of water, resources, and weather.
- People adapt to and modify their environment.
- Geographic factors have influenced the location of economic activities in the United States.
- People use resources to help them live.
- Landforms, climate and weather, and availability of resources affect where and how people live and work.
- Symbols and monuments reflect the accomplishments and actions of a region's people.
- Other regions differ from the one in which we live in a variety of ways.
- Despite the differences of people's backgrounds and/or beliefs, we can feel connected to a national heritage through the discussions and readings of folklore.

**Essential Questions**

- What can Native American living teach us about each region of the United States?
- How does geography affect the way we live?
- How can maps and charts help settlers, farmers, business people and tourists learn valuable information to make decisions?
- How does geography influence how people live?
- How and why do people use and change the environment?
- How has each region changed over time, and what caused those changes?
- What are the importance of symbols and monuments, and what do they say about each region?
- Why would somebody choose to live in a particular region?
- Why is American folklore important?
- How do these regions differ from the Northeast where we live?

**Acquisition of Knowledge & Skills**

**Students will know:**

- Maps and other geographic tools and be used to analyze people and places.
- Places are characterized by both physical and human properties, including those of Native Americans.
- The physical environment can both accommodate and be endangered by human activities.
- Regions are created as a result of unique physical conditions, economies, and cultures.
- A region's resources, physical features, and economy influence who might choose to live there.
- Major cities in the each region, their characteristics, and differences of culture.
- Immigrants come to the United States for various reasons and have a major impact on the nation.

**Students will be able to:**

- Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- Use physical and political maps to explain how the location and spatial relationship of places in the United States have contributed to the spread of culture and economies in which people depend on one another for goods and services.
- Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in each region.
- Describe how human interaction impacts the environment in each region.

- A region's history is important in learning about the people and places around you.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating each region's history.
- The location and name of each region on a map.
- The use of digital geographic tools, such as digital maps or GPS, can be used to gain more information on a region.
- Folklore connects different groups of Americans by telling the stories of their individual communities.

- Compare and contrast characteristics of each region based on culture, economics, and physical environment to understand the concept of regionalism.
- Explain why some locations in the United States are more suited for settlement than others.
- Compare ways people choose to use and divide natural resources.
- Describe how regional communities have changed over time, and explain the reasons for changes.
- Explain the role of historical symbols, monuments, and holidays and how they affect the American identity in the Northeast region.
- Explain how folklore and the actions of famous historical and fictional characters from other regions of the United States contributed to the American national heritage.

**Unit Four: Immigration**

**Duration:** embedded in each of the region units

**STAGE 1: DESIRED RESULTS**

**Established Goals:**

**2014 New Jersey Student Learning Standards for Social Studies**

- 6.1.4.A.13 Immigrants can become and obtain the rights of American citizens
- 6.1.4.A.14 The world is comprised of nations that are similar to and different from the United States
- 6.1.4.A.15 In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges
- 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered
- 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.14 Trace how the American identity evolved over time.
- 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices
- 6.1.4. D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

**New Jersey Student Learning Standards for English Language Arts**

- RI.3.6 Distinguish their own point of view from that of the author of a text
- 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.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.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.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**Transfer**

**Transfer Goal:**

Students will be able to independently use their learning to ....  
Think analytically about how the interactions of people, cultures, and the environment, both past and present, shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Meaning**

**Enduring Understandings**

**Essential Questions**

*Students will understand that:*

- Immigrants helped shape the culture and economy of the U.S. and were instrumental in its growth.
- Major population changes have taken place in the U.S. because of migration within and immigration to the United States.
- People often move from one place to another in order to better their overall quality of life and opportunities for advancement
- American citizenship entitles individuals living in the United States to certain rights and privileges

- What does it mean that the United States is a nation of immigrants?
- What challenges did immigrants face?
- How has the United States changed overtime because of immigration?
- How can communities make decisions that respect the rights and dignity of all its members?
- Is everyone who lives in the United States a citizen?

### **Acquisition of Knowledge & Skills**

**Students will know:**

- That everyone who lives in the U.S. today is descended from people from other countries.
- Their family's countries of origin.
- The culture of their countries of origin.
- Other people's countries of origin.
- The reasons why their ancestors and other people came to the U.S., New Jersey and Verona.
- The difficulties encountered by people who left their home countries to come to the U.S.
- There are certain requirements in order to be a citizen of the United States
- America is a nation of immigrants.
- Everyone that lives in America is a descendant of someone who once lived in another country
- American culture is influenced by the behaviors of different cultural groups that have come to the United states
- Immigrants faced challenges
- Immigrants left their countries of origin for many reasons, both voluntary and involuntary
- Immigrants faced challenges fitting into the American way of life: language barriers, cultural differences, prejudice, stereotyping
- Throughout America's history there have been significant "waves" of immigration by major groups of people
- From its beginnings, America has been shaped by people who came from other lands for various reasons.
- The way immigrants have entered America over times has changed.
- Immigration from 1800-1920s was most influential in achieving "The American Dream

**Students will be able to:**

- locate their countries of origin on a world map.
- List the reasons why people left other countries to come here.
- Relate the experience of leaving one's home country to come here.
- Explain how a community like Verona is shaped by the people who reside here.
- Explain the requirements and the process of becoming an American citizen

- |                                                                                                                                                                                                 |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"><li>• Statue of Liberty/Ellis Island symbol of freedom and a new life of opportunity</li><li>• The process of entering America through Ellis Island</li></ul> |  |
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**STAGE 1: DESIRED RESULTS****Established Goals:****2014 New Jersey Student Learning Standards for Social Studies**

- 6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
- 6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
- 6.1.4.C.3 Explain why incentives vary between and among producers and consumers.
- 6.1.4.C.4 Describe how supply and demand influence price and output of products.
- 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.4.D.7 Explain how the availability of private and public goods and services is influenced by the global market and government.
- 6.1.4.D.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.4.D.10 Explain the role of money, savings, debt, and investment in individuals' lives.
- 6.1.4.D.11 Recognize the importance of setting long-term goals when making financial decisions within the community.
- 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

**New Jersey Student Learning Standards for English Language Arts**

- RI.3.6 Distinguish their own point of view from that of the author of a text
- 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.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.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.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**Transfer****Transfer Goal:**

*Students will be able to independently use their learning to ...*

Apply basic economic principles to their life so that they become responsible citizens that play a positive role on our economy here at home and globally.

**Meaning****Enduring Understandings**

*Students will understand that:*

- People make choices because they cannot have everything they want.
- People's choices about what goods and services to buy and consume determine how resources will be used.
- Whenever a choice is made, something is given up because resources are limited.
- People have to make choices between wants and needs and evaluate the outcomes of those choices.

**Essential Questions**

- Can the needs and wants of individuals and communities be satisfied?
- How are producers and consumers around the world interconnected and interdependent?
- How can people and communities make responsible economic decisions?
- How does the distribution of resources affect the interaction between people?

- Decisions made in our country affect other countries.
- Supply and demand affects price.
- Our economy has a global effect and shapes the World and the value of money.

### Acquisition of Knowledge & Skills

#### Students will know:

- What economy and global economy means and how it shapes our world.
- That the global economy makes us dependent upon other countries for goods.
- How to define supply and demand and their effect on the economy.
- The process for exchanging or trading money for goods or services.
- The importance of jobs and people having the ability to earn money to save and to spend which in turn helps our economy
- That banks are used to help people save and borrow money.
- When the economy struggles, banks are unable to loan money to businesses and that in turn, affects the value of our money.
- Needs are different in different areas around our country based on the natural resources found in each area.
- What a goods and services are and their relationship.
- What natural resources are and how they impact the economy.
- That consumer's decisions affect our economy daily.
- How when a good/resource becomes limited it will increase its price and demand.
- Why we import and export products into and out of our country and how that affects our economy.

#### Students will be able to:

- Explain the difference between wants and needs.
- Describe the differences between producers and consumers using examples from their own community.
- Identify the various ways that goods are produced: agriculture, manufacturing, mining, and trade.
- Explain why people earn, save, and spend money.
- Describe how people in the United States are dependent upon other countries for goods (products). Explain the interdependence of people and products in your community.
  - Explain the different ways people can use banks: to save and to borrow money.
  - Distinguish between imports and exports.
  - Create a cause and effect chart to show how supply and demand affects price.
  - List some major import and exports in the United States.
  - Tell how goods and services are exchanged on local and international levels.