

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## **Social Studies Grade 3**

**Curriculum Guide  
Updated June 18, 2019**

### **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

### **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Course Description**

The grade three social studies curriculum is based on the New Jersey Student Learning Standards for Social Studies. The learning objectives serve as a framework of the social studies content and are the foundation for the course. These objectives state what content and processes students will be able to do at the conclusion of their social studies experience. Higher-level thinking processes have been incorporated into the objectives. In addition, lessons in friendship, respect, and tolerance have been included in conjunction with NJSA Holocaust/Genocide Education and the NJSA Amistad Curriculum. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students.

## **Curriculum Units/Pacing Guide**

<b>Unit # / Title</b>	<b>Number of Days</b>
Unit 1: Communities and Geography	36
Unit 2: Communities Change	36
Unit 3: Many Cultures, One Country	36
Unit 4: Communities at Work	36
Unit 5: Communities and Government	36

## Unit Standards Overview

**6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**6.2 World History/Global Studies** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Curricular Units**  
**Unit 1: Communities and Geography**

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<p>How does where you live affect how you live?</p> <p>What effect do people have on their environment?</p> <p>What tools can be used to identify major cities, regions, and geographical features of New Jersey, the United States, and the world?</p> <p><b>NJSLS-SS</b></p> <p><b>6.1, 6.2, 6.3</b></p> <p><b>(NJSA 18A:35-28</b></p> <p><b>Holocaust/Genocide)</b></p> <p><b>The Amistad Bill (A1301)</b></p>	<ol style="list-style-type: none"> <li>1. Understand that people live, work, and play in communities. Identifies some of the jobs and fun things to do in communities.</li> <li>2. Discuss the features and characteristics of urban, suburbs and rural areas.</li> <li>3. Discuss how landforms can influence people's lives. Recognize the importance of water as a resource.</li> <li>4. Understand that natural resources exist in nature and how they are used. Identify how people can conserve our natural resources.</li> <li>5. Discuss how protecting the environment is a global initiative. Recognize how people work to protect the Great Lakes ecosystem.</li> </ol>	<ol style="list-style-type: none"> <li>1. List places in the community to go for fun. Make a list of agencies in the community that help people.</li> <li>2. Using a map of the state or community, mark boundaries of cities in red, circle suburbs in blue, and rural areas in orange.</li> <li>3. Create a postcard to family back home about a trip to the Grand Canyon.</li> <li>4. Have students pick a nonrenewable resource and find out where it is found and what it is used for.</li> <li>5. Ask students to brainstorm environmental issues in the community and how they can help. Break the students into groups and have them come up with ways to help the issue provided.</li> <li>6. <b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades: This Land is Your Land, Freedom Summer (links below)</b></li> </ol> <p><a href="http://www.googleearth.com">www.googleearth.com</a></p> <p><a href="https://www.youtube.com/watch?v=2cKUxGrH8Fk">https://www.youtube.com/watch?v=2cKUxGrH8Fk</a></p> <p><a href="https://www.youtube.com/watch?v=wWjrSYCSfLU">https://www.youtube.com/watch?v=wWjrSYCSfLU</a></p> <p><a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a></p>

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Unit 1 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
Exit Cards, Observations, informal questions, conferencing (unit questions in T.E.)	Unit Assessment Grade Level Common Assessment Unit performance assessments and writing activities.

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p><b>Examples of Strategies and Practices that Support English Language Learners:</b>  <b>*All WIDA Can Do Descriptors can be found at:</b>  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> </ul>	<p><b>Examples of Strategies and Practices that Support Students with Disabilities:</b>  <b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<p><b>Examples of Strategies and Practices that Support Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>

•Teacher think-aloud		
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Unit 1 Connections	
<b>NJSLS - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <a href="#">NJ Technology Standards</a>	<b>Career Readiness Practices</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a>
<p><b>Technology Standards: Technology standards are embedded throughout all curricular units.</b></p> <p><b>8.1 Educational Technology</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p>	<p><b>Career Ready Practices and Standard 9.1, 9.2, and 9.3</b></p> <p><b>Career Ready Practices:</b></p> <ul style="list-style-type: none"> <li>● CRP1: Act as a responsible and contributing citizen and employee.</li> <li>● CRP2: Apply appropriate academic and technical skills.</li> <li>● CRP3: Attend to personal health and financial well-being.</li> <li>● CRP4: Communicate clearly and effectively and with reason.</li> <li>● CRP5: Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6: Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9: Model integrity, ethical leadership and effective management.</li> <li>● CRP10: Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> <li>● CRP12: Work productively in teams while using global competence.</li> </ul>
<b>21st Century Skills</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <a href="#">21st Century Life and Skills</a>	<b>Interdisciplinary Connections</b> <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the <a href="#">NJ Student Learning Standards</a>
<p><b>21st Century Themes and Skills</b></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> <li>● <i>Global Awareness</i></li> </ul>	<p><b>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</b></p>

- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

**21<sup>st</sup> Century Skills**

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*



## Unit 2: Communities Change

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<p>How do communities change over time?</p> <p>How does the legacy of earlier groups of people, including the Lenni Lenape and immigrants, influence future generations?</p> <p><b>NJSLS-SS</b></p> <p><b>6.1, 6.2, 6.3</b></p> <p><b>(NJSA 18A:35-28</b></p> <p><b>Holocaust/Genocide)</b></p> <p><b>The Amistad Bill (A1301)</b></p>	<ol style="list-style-type: none"> <li>1. Identify the changes caused by European settlement at Jamestown.</li> <li>2. Discuss the first European communities in North America and what the colonists did to win their freedom.</li> <li>3. Discuss how the country grew as people moved to the West and describe the Lewis and Clark expedition.</li> <li>4. Understand why people immigrated and migrated to different cities.</li> <li>5. Discuss the importance of the transcontinental railroad, the telegraph, and the assembly line</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss and role play the first meetings between the Powhatans and the settlers of Jamestown might have been like.</li> <li>2. Brainstorm things that are taxed in America. Bring in some items from the store that shows the price on a receipt before tax and after tax.</li> <li>3. Write out the directions using North, South, East, and West to a place in the community.</li> <li>4. Have students brainstorm and create new inventions that would make their lives easier. Students can illustrate or create the invention.</li> <li>5. <b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades: This is the Rope, Grandfather's Journey (Links Below)</b></li> </ol> <p><a href="http://www.googleearth.com">www.googleearth.com</a>  <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a>  <a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a>  <a href="https://www.youtube.com/watch?v=bYfvrO_27WM">https://www.youtube.com/watch?v=bYfvrO_27WM</a>  <a href="https://www.youtube.com/watch?v=pGt5Olx-BzU">https://www.youtube.com/watch?v=pGt5Olx-BzU</a></p>

Unit 2 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
Exit Cards, Observations, informal questions, conferencing (unit questions in T.E.)	Unit Assessment Grade Level Common Assessment Unit performance assessments and writing activities.

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
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<p><b>21st Century Themes and Skills</b></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> <li>● <i>Global Awareness</i></li> <li>● <i>Environmental Literacy</i></li> <li>● <i>Health Literacy</i></li> </ul>	<p><b>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</b></p>

- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

**21<sup>st</sup> Century Skills**

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

### Unit 3: Many Cultures, One Country

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<p>How do people change communities?</p> <p>Why is it important to learn about diverse cultures and respect the differences of others?</p> <p><b>NJSLS-SS</b></p> <p><b>6.1, 6.2, 6.3</b></p> <p><b>(NJSA 18A:35-28</b></p> <p><b>Holocaust/Genocide)</b></p> <p><b>The Amistad Bill (A1301)</b></p>	<ol style="list-style-type: none"> <li>1. Understand that immigrants have come from many countries.</li> <li>2. Discuss how people bring their cultures with them to new lands.</li> <li>3. Discuss how storytelling is a way of sharing culture</li> <li>4. Understand that what people celebrate is important to them.</li> <li>5. Discuss how food is an important part of celebration.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have students use push pins to mark on a map where their ancestors are from.</li> <li>2. Collect magazines that show pictures of art from world regions. Place students in groups. Give each group pictures of art from a region. Have groups display pictures with a title "Art of (name region)"</li> <li>3. Select several fables from around the world. Students can read, compare and contrast, and discuss how the fables reflect different beliefs in a culture.</li> <li>4. Have students share a celebratory piece of their culture. Students can bring in ceremonial clothes; perform a dance or song, share a celebratory artifact or stories.</li> <li>5. Have students share celebratory food with the class or write a descriptive paragraph describing a cultural cuisine; what it is, why it's eaten, and when it's eaten.</li> </ol> <p><b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades: Mufaro's Beautiful Daughters, The Name Jar (links Below)</b></p> <p><a href="http://www.googleearth.com">www.googleearth.com</a></p> <p><a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a></p> <p><a href="https://www.youtube.com/watch?v=dP9cQkS8p2Q">https://www.youtube.com/watch?v=dP9cQkS8p2Q</a></p> <p><a href="https://www.youtube.com/watch?v=VUblqL7H1o8">https://www.youtube.com/watch?v=VUblqL7H1o8</a></p>

Unit 3 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
Exit Cards, Observations, informal questions, conferencing (unit questions in T.E.)	Unit Assessment Grade Level Common Assessment Unit performance assessments and writing activities.

Unit 3 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
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Unit 3 Connections	
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<p align="center"><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>            Refer to the <a href="#">21st Century Life and Skills</a></p>	<p align="center"><b>Interdisciplinary Connections</b>  <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i>            Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p><b>21st Century Themes and Skills</b></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> <li>● <i>Global Awareness</i></li> <li>● <i>Environmental Literacy</i></li> <li>● <i>Health Literacy</i></li> <li>● <i>Civic Literacy</i></li> </ul>	<p><b>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</b></p>

- *Financial, Economic, Business, and Entrepreneurial Literacy*

**21<sup>st</sup> Century Skills**

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*



## Unit 4: Communities at Work

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<p>How do people in a community meet their needs?</p> <p>How can the choices we make affect the economy?</p> <p>How does the production of goods and the exchange of services influence local, national, and global communities?</p> <p>How do economic needs and wants of individuals and groups affect local, national, and global communities?</p> <p><b>NJSLS-SS</b></p> <p><b>6.1, 6.2, 6.3</b></p> <p><b>(NJSA 18A:35-28</b></p> <p><b>Holocaust/Genocide)</b></p> <p><b>The Amistad Bill (A1301)</b></p>	<ol style="list-style-type: none"> <li>1. Understand that people do different jobs to earn money</li>   <li>2. Understand that a budget helps people manage their money.</li>   <li>3. Explain how supply and demand affect prices.</li>   <li>4. Recognize that people buy products made in other nations.</li>   <li>5. Discuss how people from different countries help each other.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have students use an allowance of \$5 a week as income. Ask them to create a budget that shows what they will spend and how much they will save in a month.</li>   <li>2. Organize the students into groups. Have each group choose a product to “sell”. Have them set the price of the product. Have the groups discuss these issues: What might raise and lower the price? Why might they decide to make fewer of the products?</li>   <li>3. Brainstorm different makes of cars (Toyota, Ford, etc.) Organize the students into groups. Assign each group one or more makes of cars. Have groups find out where the make(s) of cars are made. As groups report their findings, place pushpins or other markers on the classroom world map. Discuss results.</li> </ol> <p><b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades: Julian, Dream Doctor</b></p> <p><a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a>  <a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a></p>

Unit 4 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
Exit Cards, Observations, informal questions, conferencing (unit questions in T.E.)	Unit Assessment Grade Level Common Assessment Unit performance assessments and writing activities.

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p><b>Examples of Strategies and Practices that Support English Language Learners:</b>  <b>*All WIDA Can Do Descriptors can be found at:</b>  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<p><b>Examples of Strategies and Practices that Support Students with Disabilities:</b>  <b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<p><b>Examples of Strategies and Practices that Support Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>

## Unit 4 Connections

### NJSLS - Technology

*When possible, provide links to specific samples/ documents/ assignments/etc.*

Refer to the [NJ Technology Standards](#)

### Career Readiness Practices

*When possible, provide links to specific samples/ documents/ assignments/etc.*

Refer to the [NJ Career Readiness Practices](#)

**Technology Standards: Technology standards are embedded throughout all curricular units.**

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

**Career Ready Practices and Standard 9.1, 9.2, and 9.3**

**Career Ready Practices:**

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- 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.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

### 21st Century Skills

*When possible, provide links to specific samples/ documents/ assignments/etc.*

Refer to the [21st Century Life and Skills](#)

### Interdisciplinary Connections

*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.*

Refer to the [NJ Student Learning Standards](#)

### 21st Century Themes and Skills

#### 21st Century Themes

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*

**Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.**

<ul style="list-style-type: none"> <li>● <i>Civic Literacy</i></li> <li>● <i>Financial, Economic, Business, and Entrepreneurial Literacy</i></li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>● <i>Creativity and Innovation (E)</i></li> <li>● <i>Critical Thinking and Problem Solving (T) (A)</i></li> <li>● <i>Communication (E)</i></li> <li>● <i>Collaboration (E) (T)</i></li> </ul>	
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**Unit 5: Communities and Government**

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
Why do communities need	1. Recognize that the government	1. Students work in groups to compare and contrast

<p>governments?</p> <p>Why do we have rules and laws? What would happen if we did not have rules and laws?</p> <p>How can people from different countries with their own customs, laws, and governments work together to find solutions to global problems?</p> <p><b>NJSLS-SS</b></p> <p><b>6.1, 6.2, 6.3</b></p> <p><b>(NJSA 18A:35-28</b></p> <p><b>Holocaust/Genocide)</b></p> <p><b>The Amistad Bill (A1301)</b></p>	<p>protects the rights of citizens.</p> <p>2. Understand the meaning and uses of taxes.</p> <p>3. Understand that communities have a government, often led by a mayor and city council</p> <p>4. Recognize that laws are made for the common good of all people.</p> <p>5. Understand the many ways people can help their communities.</p>	<p>rights and responsibilities. Students can provide additional examples of rights and examples of responsibilities.</p> <p>2. Have students practice figuring taxes. Use \$5.00 as an example with a rate of 7%. On the board, show them how to figure out the tax. (<math>5 \times .07 = \\$.35</math>) Explain that you then add the 35. to the cost, so a \$5.00 item would cost 5.35 with tax. Give the students several problems to figure out.</p> <p>3. Have students work in groups and research the name of the mayor and the city council members in your community. Have the students write friendly letters inviting one of them to visit the classroom to discuss local government. Have the students prepare questions to ask the visitors.</p> <p>4. Have students brainstorm a list of laws. Assign each student a law and have each student design and create a poster that reflects the importance of following that law. Students can present their posters.</p> <p><b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades: Hey Wall (Link Below)</b></p> <p><a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a></p> <p><a href="https://www.youtube.com/watch?v=a9M1GwCmcPM">https://www.youtube.com/watch?v=a9M1GwCmcPM</a></p>
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