

NEPTUNE CITY SCHOOL DISTRICT

Social Studies

Curriculum

Grade 3



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

April 1, 2025

Document C1#1

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

**SOCIAL STUDIES
CURRICULUM
GRADE 3**

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NEPTUNE CITY SCHOOL DISTRICT

Socials Studies Grade 3

Acknowledgements

The Social Studies Curriculum for Grade 3 was developed through the dedicated efforts of Deborah Peniston, literacy coach, with guidance of the district's curriculum steering committee members including Lakeda Demery-Alston, Supervisor of Humanities and ESL/Bilingual K-12 and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

This curriculum guide was developed to prepare students for inquiry-based learning in social studies. It prepares students to produce and critically consume information in our global society. It outlines social studies practices and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

This curriculum was written in alignment with the 2020 New Jersey Student Learning Standards for Social Studies, the 2020 Career Readiness, Life Literacies and Key Skills Standards and the 2020 Computer Science and Design Thinking Standards. It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement.

NEPTUNE CITY SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the NEPTUNE CITY School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally- conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

NEPTUNE CITY School District

Educational Outcome Goals

The students in the NEPTUNE CITY schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES	
<i>The following social and emotional competencies are integrated in this curriculum document:</i>	
Self-Awareness	
X	Recognize one's own feelings and thoughts
X	Recognize the impact of one's feelings and thoughts on one's own behavior
X	Recognize one's personal traits, strengths and limitations
X	Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management	
X	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
X	Recognize the skills needed to establish and achieve personal and educational goals
X	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
Social Awareness	
X	Recognize and identify the thoughts, feelings, and perspectives of others
X	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
X	Demonstrate an understanding of the need for mutual respect when viewpoints differ
X	Demonstrate an awareness of the expectations for social interactions in a variety of settings
Responsible Decision Making	
X	Develop, implement and model effective problem solving and critical thinking skills
X	Identify the consequences associated with one's action in order to make constructive choices
X	Evaluate personal, ethical, safety and civic impact of decisions
Relationship Skills	
X	Establish and maintain healthy relationships
X	Utilize positive communication and social skills to interact effectively with others
X	Identify ways to resist inappropriate social pressure
X	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
X	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Plan Title	Unit 1: World Geography and Communities
Suggested Time Frame	Trimester 1: September-December

Overview / Rationale

In this unit, students will learn how to use different types of maps in order to gather information about a location’s climate, geography, and population. They will use the information they obtain from the maps to make a decision about where they would like to live. First they will investigate the regions of New Jersey. Then, they will investigate the 5 United States regions. The unit ends with a project where students “move” to their chosen region and write postcards to their family members about why they decided to go there.

Stage 1 – Desired Results
<p>Established Goals: 2020 New Jersey Student Learning Standards for Social Studies</p> <p>6.1.2.GeoHE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p>
Interdisciplinary Connections
<p>2016 New Jersey Student Learning Standards for English Language Arts</p> <p>RI.3.1: Ask and answer, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>

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.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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.

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.

2020 New Jersey Student Learning Standards for Science

3-ESS2-1.Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

3-ESS2-2.Obtain and combine information to describe climates in different regions of the world.

3-ESS3-1.Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.* [Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.]

Career Readiness, Life Literacies, and Key Skills 2020

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Computer Science and Design Thinking 2020

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can maps help me? ● What can I learn from a map? ● How do people decide where to live? ● How are the different parts of our country similar and different? ● How are the different parts of New Jersey similar and different? ● How does culture spread from one place to another? ● How does culture and geography shape a community? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● People make decisions about where to live based on job opportunities, personal interests, and climate. ● The US has regions that share distinct geographical, climatic, demographic, and economic characteristics. ● Different maps provide different types of information about a place. ● Places that are near each other often have many cultural similarities. ● Different jobs are available in different places.
<p>Knowledge: <i>Students will know that...</i></p> <ul style="list-style-type: none"> ● Places that are close together have similar cultures. ● The United States and NJ both have regions that each share certain characteristics. ● A map key and title help you understand the information in a map. ● Climate and geography influence job opportunities. ● Climate and geography influence how people decide where to live. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Compare and contrast the regions of New Jersey and the United States using information from a map (climate, physical, political). ● Analyze each region of New Jersey and the United States according to climate, geography, and culture; use this information to assess the pros and cons of living in each of the regions. ● Cite evidence from a map to support their decisions about where they would like to move. ● Compare and contrast the information that can be learned from different types of maps and determine when each type of map is useful. ● Identify major cities using a political map. ● Draw conclusions about the cultures of places that are close in proximity. ● Develop a logical argument to explain why more people live in some places than others. Cite evidence from maps.

Student Resources
<p>First-hand accounts of extreme weather on the interactive extreme weather map</p> <p>3rd Grade TCI Science Textbook (Bring Science Alive!, 2015)- Unit 3 (Lesson 7- Sections 2, 3, 4, 5 and 6)</p>

Teacher Resources

Grade 3 Resources Folder:

<https://drive.google.com/drive/folders/1hoLi2wZ6nFhF3qEp77dIQDglhrVJpteQ?usp=sharing>

United States Regions: <https://www.worldatlas.com/articles/the-regions-of-the-united-states.html>

Websites:

Climate Zones: <https://scijinks.gov/climate-zones/>

https://www.ducksters.com/geography/us_states/us_geographical_regions.php

Interactive Extreme Weather Map:

<https://environmentamerica.org/page/ame/extreme-weather-map>

United States Food Map <https://www.education.com/worksheet/article/american-food-map/>

Google Maps

Worksheets: Located in the Resources Folder

Planning Where to Live in USA

Planning Where to Live in NJ

Videos:

3 Types of Communities:

<https://www.youtube.com/watch?v=NR7z9FbUf5k&t=186s>

United States Regions Overview:

https://www.youtube.com/watch?v=-Kk_xtIVUQo&scrlybrkr=1770cc59

Stage 2 – Assessment Evidence

Performance Task(s):

Postcard - Write a postcard telling someone back home about where you decided to move and why.

Other Evidence:

Formative-

Worksheet: Planning Where to Live in New Jersey

Worksheet: Planning Where to Live in USA

Summative -

Assessment - NJ Regions

Assessment - US Regions

Stage 3 – Learning Plan

***Note: The documents listed in the materials section of the lessons are located in the Resources Folder.**

Unit Exploration #1: Where in New Jersey Would You Like to Live? (Lessons 1-3)

Lesson 1 - 3 Types of Communities

Materials:

Map of New Jersey

3 Types of Communities [▶ Types of Communities for Kids | Urban, Suburban and Rural Commu...](#)

Worksheet - “3 types of communities note-taking”

Worksheet - “Planning Where to Live in NJ”

Standard(s):

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

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.

Big Ideas:

People think of many different factors when they are choosing where to live, including climate, type of community (urban, suburban, rural), culture, geography, career, and family/friends.

Lesson Sequence:

Opening:

- Discussion: Have you ever moved? What are some reasons that people would WANT to move?
- Create a class brainstorm list. (want a bigger/smaller/cheaper home, be near family/friends, weather/climate, safer neighborhood, culture, cost of living, crime rate, better/different job, different landscapes, different activities for fun)
- Introduce the focus of this unit: the students will be deciding where they would like to live.

Learning Activities:

- Review the three types of communities: urban, suburban, and rural.
- Discuss the characteristics that they share and the things that set them apart. Take notes together as a class or have students work in pairs to complete the worksheet “3 Types of Communities Note-Taking.” Point out that there are certain things that every community would have (e.g. schools, homes).
- Discuss: Which community best fits where you would like to live? Have students complete #1 on the worksheet: “Planning Where to Live in NJ”
- Show the population map. Discuss the key. Identify areas that would most likely fit each

type of community. Use the region map to name the counties that have each type of community.

- You may choose to use Google maps to look at 3 counties that the students identify. Type in the name of the county and then zoom into an area to see what it looks like. Be sure to select “satellite view.” Use street view to see the area up close.
- Show the political map (simple). *The political map is located in the resources folder. Discuss the key. Ask students to look at the political map and the population map and draw conclusions about the types of communities that are in the cities included in the political map. *The cities have urban communities because they have a high population.*

Closing: Have students complete #2 on the worksheet and share their answers with each other. Explain that next time, we will use another type of map to help us continue making our decision.

Assessment:

“Planning Where to Live in NJ”

Accommodations/Modifications:

Have students complete worksheets in pairs or groups with one student having the role of recorder. Have students work in partners where they make joint decisions on the worksheet: “Planning Where to Live in NJ”

Take notes as a class and provide printed notes to students as a reference.

You may require students to identify only one county for #2 on the worksheet.

Allow students to answer questions from the worksheet verbally rather than in writing. Another student or teacher may record their answers for them.

Read directions and questions aloud.

High Achieving Students: Ask students to choose one of the counties they selected and write about why that may be the best one. Use information from the map.

Lesson 2 - Using a Climate Map and a Physical Map (You may want to make this a 2-day lesson - one day for each map.)

Big Ideas: People think about climate and geography when they are deciding where to live. Different climate zones and geographical features have benefits and problems. You can use a climate map to learn about a location’s typical weather. You can use a physical map to learn about a location’s geography.

Materials:

Google doc - “Maps NJ” (printed in color and laminated for students if possible)

Worksheet - “Planning Where to Live in NJ”

Standards:

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

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.

Lesson Sequence:

Opening:

- Yesterday, we began our search for a new home by looking at types of communities. You each made a list of possible counties to live in.
- Today, we are going to narrow down our search even more using two more types of maps: climate map and physical map.

Learning Activities:

- Review climate from Science. Climate describes what the weather is like most of the time. Remember, weather includes wind, air temperature, humidity, and precipitation.
- Hand out the Climate Map. Introduce the 5 climate zones described on the map and discuss the typical weather in each: North, Central, Southwest, Pine Barrens, and Coastal.
- Discuss: Which climate zones would you like to live in? Which climate zones would you NOT like to live in? Why? Encourage students to think about the implications of each zone. *For example, in the North, there is more snow so you can play in the snow more and have more snow days, but you would have less time to play outside in the summertime because of the thunderstorms and the cooler temperatures would make a shorter summer season.*
- Have students complete #3 and #4 on the worksheet, “Planning Where to Live in NJ”
- Hand out the Physical Map. Look at the key and discuss the information shown in the map: location of mountains, oceans, plains, and rivers.
- Discuss: What are the reasons that someone would want to live near an ocean? river? mountain? plain? *Possible reasons: swimming, surfing, boardwalks, rafting, the view, hiking, mountain climbing, farming, bike riding, fishing*
- Discuss: What are some reasons that someone would NOT want to live near these places? *Possible reasons: flooding, hurricanes, traffic, wild animals, fewer businesses (in mountains), farther away from something you like to do*
- Have students complete #5 and #6 on the worksheet.

Assessment:

“Planning Where to Live in NJ”

Accommodations/Modifications:

Have students work in partners where they make joint decisions on the worksheet.

Allow students to answer questions from the worksheet verbally rather than in writing. Another student or teacher may record their answers for them.

Read directions and questions aloud.

High Achieving Students: Ask students to choose one of the counties they selected and write about why that may be the best one. Use information from the map.

Lesson 3 - How does transportation affect our decisions? (You may want to split this into two days, stopping day 1 after students complete #7 on the worksheet.)

Big Ideas: People consider where they will work and travel to regularly and how they will get there (cost, method, and time) when they are deciding where to live. Each type of transportation has its own costs.

Materials:

Google doc - “Maps NJ” (printed in color and laminated for students if possible)

Worksheet - “Planning Where to Live in NJ”

Computer/internet access for students

Standards:

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.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.

Lesson Sequence:

Opening:

- So far, you have narrowed down your choice of where to live in NJ by thinking about climate, geography, and type of community. Today, you are going to decide which town you’re moving to!

Learning Activities:

- Hand out the political map that shows all the cities and towns in New Jersey. Discuss the symbols:
 - red dot: capital city (This is a big city)
 - white dots: towns and cities - the bigger the dot, the bigger the city. *For example, Newark is a big city (urban) but Asbury Park is smaller (more suburban).*
 - Explain to students that they can use the population map to determine which areas are more rural, and which are more suburban. *For example, Salem (in Salem county) is probably more rural.*
- Explain that students are going to pick two towns in one of the counties they selected yesterday. Remember to keep in mind your preferences for type of community and geographical preferences. Complete #7 on the worksheet.
- Ask: “Are you going to stay in your town all the time? Or are you going to want to leave your town for any reason?” Discuss. *“Encourage students to consider reasons to travel including: to visit people, have fun, or work?”*
- Have students each identify a place they would like to be able to get to easily. It might be a city they want to work on, a town where their family or friends live, or a location with something fun they like to do (beach, amusement parks, arcades, etc.) Write the name of this place on #8.
- Explain that when people are deciding where to move, part of what they think about is how they are going to get places. There are different ways to get around in NJ. Have students brainstorm a list: *bus, train, ferry, car, taxi.*

- Model how to use Google maps to discover the cost and time required to travel from one place to another.
 - Do a search for directions between two locations.
 - Select “driving” as the form of transportation and record the time and if there are any tolls.
 - Select “bus/train” as the form of transportation and record the time.
 - Then, scroll to the bottom and click on the link for NJ Transit.
 - On the NJ Transit website, type in the origin and destinations to see the prices. Click on the different options for “Itinerary” to see all the choices. Record the cost and change the time if necessary.
- Have students use these websites to look up travel information from each of their possible hometowns to their selected destination. They should record their answers on #8 on the worksheet.
- Students use the information in #8 to help them make a final decision on where to live. Record this on #9.

Closing:

Discuss: Where did you decide to move? Why did you make that choice?

Assessment:

Worksheet - “Planning Where to Live in NJ”

Accommodations/Modifications:

- Have students work in partners where they make joint decisions on the worksheet and research the travel information together.
- Have students look up travel information for just one city.
- Allow students to answer questions from the worksheet verbally rather than in writing. Another student or teacher may record their answers for them.
- Read directions and questions aloud.
- High Achieving Students: Write an essay about why you chose your new hometown. Include information about climate, population, geography, and travel costs/time.

Mid-Unit Assessment:

Standards:

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

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.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.

Materials:

Google doc - "Maps NJ" (printed in color and laminated for students if possible) - only need political (simple), physical, climate, and region
Assessment "NJ Regions"

Lesson Sequence:

Have students use the maps to answer the questions.

There is a cover sheet included that explains the standards alignment. This cover sheet can be sent home along with the graded test. Indicate which questions were incorrect by circling them on the cover sheet.

Accommodations/Modifications:

Read questions aloud.

Modify the test or the testing procedure according to each child's needs.

Label each type of map (physical, climate, region, political).

Unit Exploration #2: Where in the United States Would You Like to Live?

Note: Teach the following lessons AFTER teaching lesson 4 in Science which uses TCI textbook Unit 3 Lesson 7: How Does Extreme Weather Affect People?

Lesson 4 - Introducing the 5 US Regions

Big Ideas: A region is an area of land that has a lot of things in common. The 5 regions of the United States are the Northeast, Southeast, Midwest, Southwest, and West. Each region has its own geography, wildlife, and climate.

Materials:

United States Regions

<https://www.worldatlas.com/articles/the-regions-of-the-united-states.html>

https://www.ducksters.com/geography/us_states/us_geographical_regions.php

Video: https://www.youtube.com/watch?v=-Kk_xtIVUQo

Worksheet: "5 Regions Pros and Cons"

Google doc: "Maps USA" (printed in color and laminated for all students if possible)

Standards:

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.

Lesson Sequence:

Opening:

- We just used various maps and web resources to help us decide the best place to live in NJ. However, you might decide that you want to leave New Jersey someday and live somewhere

else. Refer to the brainstorm list of reasons students came up with at the beginning of the unit for reasons people may want to move. Maybe you could meet your moving goals better by moving to another state that has better prices, more activities you like, a better climate, etc. So now we are going to look at the whole country to decide where we would most like to live.

Learning Activities:

- Pass out the US Region Map. Explain that the United States is divided into 5 regions that each have their own climate, cultures, and geography. Review cardinal and intermediate directions to help students to understand the names of the regions.
- Pass out the worksheet: “5 Regions Pros and Cons” - Explain that students will be watching a video about the 5 regions. While they watch the video they will take notes on the pros (good things) and cons (bad things) about living in each region.
- Watch the video “Regions of the USA” (4:11) :
https://www.youtube.com/watch?v=-Kk_xtfVUQo - This is the first video that pops up in YouTube when you search “US regions”
 - After each region is discussed, pause the video to give students a chance to discuss what they learned and to take notes. Replay if necessary.

Closing:

- Discuss: Based on what you learned today, where do you think you might want to live? Where would you NOT want to live? Why?

Assessment: Student notes on “5 Regions Pros and Cons”

Accommodations/Modifications:

Take notes as a class after each section of the video is watched and then share these notes with students.

Have students work in groups or partnerships to take notes after each section of the video is watched.

High Achieving Students: Pick one region and write a letter to your friend about why they should move there.

High Achieving Students: Pick one region and do further research about it online. Use:

<https://www.worldatlas.com/articles/the-regions-of-the-united-states.html>

Lesson 5 - How Does Climate Impact Where and How People Live?

Big Ideas: There are 4 major climate zones in the United States. Each climate zone has its own typical weather patterns. People consider climate when they are deciding where to live. You can use a climate zone map in order to learn about an area’s typical weather.

Materials:

Google doc: “Maps USA” (printed in color and laminated for all students if possible)

Interactive Extreme Weather Map: <https://environmentamerica.org/page/ame/extreme-weather-map>

TCI Science Textbook Unit 3 Lesson 7 (Sections 2, 5 and 6)

Standards:

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.

Lesson Sequence:

Opening:

- In Science, we've been talking a lot about weather and climate.
- Review the elements of weather: wind, air temperature and water (precipitation, cloud cover, and humidity).
- Review the concept of climate: the typical temperature and precipitation in an area over a period of time. Different parts of the country have different climates. Different climate zones have different kinds of benefits and problems. Today we will look at a climate zone map in order to help us understand what weather we can expect in each of the regions of the country.

Learning Activities:

- Distribute the climate map and guide students in reading the climate zone descriptions. Discuss the implications (good and bad) for each zone. *Example: There is more snow and colder winters in the Continental zone which is good if you enjoy winter activities. This is probably not a good spot for you if you love going to the beach or want to have a farm.*
- Remind students of the extreme weather we have learned about in Science: thunderstorms, hurricanes, tornadoes, wildfires, dust storms, and blizzards.
- Explain that even though there is a large part of the map that is labeled "Temperate" (warm summers with mild winters), there are higher temperatures as you go south, which also means more thunderstorms. (Refer to the chart in Science Textbook Unit 3 Lesson 7 Section 2: Thunderstorms)
- Display or have students turn to section 5: "Blizzards" in the Science textbook and have students discuss why there are more blizzards in the Midwest and the Northeast. *These regions have Continental Climates.*
- Display or have students turn to section 6: "Dust Storms and Wildfires" in the Science textbook and have students discuss which climate zone probably experiences these problems the most. *Dry.* Have students use the region map and the climate map to identify regions that have this climate zone.
- If you have time, you may choose to display the interactive Extreme Weather map and select the forms of extreme weather we discussed today. If you click on the symbols on the map, you can read people's accounts of storms in their area. This will further help students to understand the causes and ramifications of each type of severe weather.

Closing:

Have students discuss which climate zones appeal to them the most and why. Which regions would be a good place for you to live?

Complete #1 and #2 on the “Planning Where to Live in USA” worksheet.

Assessment: “Planning Where to Live In USA”

Accommodations/Modifications:

- Pair students together who chose the same climate zone and have one person record the answers to the questions as the group discusses them.
- Allow students to select a single region for #2.
- Allow students to answer worksheet questions verbally or provide a single reason for #1.
- If students finish early, allow them to explore the interactive Extreme Weather Map to discover more information about each type of extreme weather we talked about today.
- High Achieving Students: Modify the worksheet by adding a question about a region they would NOT like to live and provide a reason why.

Lesson 6 - How Does Geography Impact Where and How People Live?

Big Ideas: People consider geography when they are deciding where to live. You can use a physical map in order to learn about an area’s geography. Different jobs and activities are available in different geographical areas.

Materials:

Google doc: “Maps USA” (printed in color and laminated for all students if possible)

Interactive Extreme Weather Map: <https://environmentamerica.org/page/ame/extreme-weather-map>

TCI Science Textbook Unit 3 Lesson 7 (Sections 3 and 4)

Standards:

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.

Lesson Sequence:

Opening:

Review the work we did yesterday. Today we will narrow down our search for a place to live by thinking about geography. Geography is what the land looks like. We will use a physical map to learn about each region’s geography.

Learning Activities:

- Hand out the physical map and ask students to identify what types of information the map gives you: *location of coastlines (ocean and gulf), lakes, rivers, mountains, lowlands, and plains.*

- Discuss the implications for each type of geography. *For example, living by an ocean means you can go to the beach for swimming (if it is warm), surfing, and fishing. Living by a mountain means you can go skiing (if it snows), hiking, and mountain climbing, and mountain biking. Living in areas where it is flat would be good for road bikes and farming.* Have students think of activities that they enjoy or jobs they might like to have and discuss areas where they might like to live.
- Display or have students turn to Science Textbook Unit 3 Lesson 7 Section 3: “Hurricanes.” Ask students to predict where hurricanes might be an issue. Display the Interactive Extreme Weather Map and select “tropical storms.” Point out how the East coast is where most of the hurricanes occur.
- Display or have students turn to Section 4: “Tornadoes.” Ask, “Why do you think most tornadoes happen in the Great Plains?” *Plains are wide open flat spaces where the tornado can move easily without being slowed down.*

Closing:

Have students discuss which geographical features appeal to them the most and why. Which regions would be a good place for you to live? Which geographical features do you NOT want to live near and why?

Complete #3 and #4 on the “Planning Where to Live in the USA” worksheet.

Assessment: “Planning Where to Live In USA”

Accommodations/Modifications:

Pair students together who chose the same geographical features and have one person record the answers to the questions as the group discusses them.

Allow students to select a single region for #4.

Allow students to answer worksheet answers verbally or provide a single reason for #3.

If students finish early, allow them to explore the interactive Extreme Weather Map to discover more information about each type of extreme weather we talked about today.

High Achieving Students: Modify the worksheet by adding a question about a region they would NOT like to live and provide a reason why.

Lesson 7 - Different Regions Have Different Cultures

Big Ideas:

Culture describes the things that the people in an area do: how they dress, what they eat, what they do for fun, the language they speak, etc. Each region has its own distinct culture. The culture of an area is impacted by the nationalities of the people who live there and the geography.

Materials:

Google doc: “Maps USA” (printed in color and laminated for all students if possible)

Worksheet: “Planning Where to Live In USA”

United States Food Map

Standards:

6.1.2.GeoHE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

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.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

Lesson Sequence:**Opening:**

Review what we have done so far: we have narrowed down our chosen regions by thinking about climate and geography. Today, we are going to learn more about the culture of each region in order to help us decide where we'd like to live.

Learning Activities:

- Explain that culture describes the things that people in an area do: how they dress, what they wear, what they eat, what they do for fun, their religion, the holidays they celebrate, and the music they listen to.
- While everyone in a region is not exactly the same, there are similarities between many of the people who live in a region.
- Culture is often influenced by your nationality. People who come from different countries have ways that they dress, cook, play, etc.
- Show the "Map of American Ancestry."
- Explain that the Northeast region is the most culturally diverse region. Display a globe and explain that many people left countries in Europe, came across the ocean, and settled in the northeast. (You may briefly explain Ellis Island and the Statue of Liberty. This is where many European immigrants came when they were leaving their own countries.) This is why we have so many options of ethnic restaurants and why we have a great deal of variety in the way people look and dress, as well as variations in the holidays that they celebrate.
- Ask students to find the Mexican population on the map. Ask them to discuss why so many people from Mexico live there. *Those states are right by the Mexican border.* What types of food and clothing would you expect to find in those areas?

Note: This activity provides an opportunity to address the misconception about Mexico and New Mexico.

- Show a United States Food Map

<https://www.education.com/worksheet/article/american-food-map/>

Ask students to discuss why those foods might be popular in each state:

- *The Midwest has a lot of meat, cheese, corn, and grain because of the farms.*
- *Places by the water have access to fresh seafood.*
- *The Southwest has a lot of influence from Mexico.*
- *Maple Syrup is popular near Canada (where the maple leaf is on the flag) and maple syrup can be harvested there because it is cold.*

- Oranges grow well in Florida where it is very hot.
- Ask students to look at #4 on their worksheet and choose a region from their narrowed down list by thinking about the culture.

Closing:

Have students discuss which region they are planning to move to. After they have a chance to talk about it and hear each other, they can write their answers to #5 and #6 on the worksheet.

Assessment:“Planning Where to Live In USA”

Accommodations/Modifications:

Provide printed out maps for students to use while they discuss and answer the questions on the worksheet.

Allow students to verbally answer #6. Another student or the teacher may record their responses. Have students work in pairs to select regions and complete the worksheet.

High Achieving Students: Have students do further research on their selected region by going to: <http://www.newworldencyclopedia.org>

Optional continued activity/assessment. Have students complete the worksheet.

In #7-12, students use their United States maps to help them decide on a specific city/state in their region and to explain why that location appeals to them. This can be used as a guided activity or an assessment, since it reviews what students have learned so far.

Online research in the computer lab or using laptop cart: The final page directs students to conduct online research in order to learn more about their chosen location. Model this first in order to walk students through the online tools and then allow them to complete the research independently or in same-region groups. This research will give students more information for the final stage of this unit.

Lesson 8 - Write a Postcard

Big Ideas:

People have many reasons for choosing where to live: including geography, climate and culture.

Materials:

Google doc: “Maps USA” (printed in color and laminated for all students if possible)

Internet access

Google doc: “Directions-How to Print a Picture from the Internet”

Completed “Planning Where to Live in USA” worksheet

Standards:

6.1.2.GeoHE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

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.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

W3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Lesson Sequence:

Opening:

Today, we are going to write to our families back home to let them know about our new homes!

Learning Activities:

Students will use their notes from their “Planning Where to Live in USA” worksheet to help them write a postcard to their friends and families back home. In the postcard, they will describe the climate and geography as well as what they’ve been doing for fun. They can include any information that they learned in their research.

You may need to review letter format.

Show students how to find and print a picture for their postcard using the steps in “Directions-How to Print a Picture from the Internet.”

Closing: Have students share their finished postcards with each other and display them somewhere. If possible, display a map of the United States to show from where each postcard is being sent.

Assessment: Completed postcard. Assess using the “Grade 3 Inform. Rubric” PDF.

 Gr 3 inform. rubric.pdf

Accommodations/Modifications:

You can create a fill-in-the-blank template for students to complete to include all required information.

Students may write to more than one person.

Alternatively, you can choose to have students create a travel brochure advertising the area that they are moving to.

Lesson 9 - Design Your New Home

Have students complete the activities in Unit 1 Lesson 4 of Science. Instead of assigning every student the job of designing a house that can withstand wind damage, students may select a type of severe weather that is common in their selected area. Refer back to Lessons 5 and 6 and the Interactive Severe Weather Map. (TCI textbook Unit 3 Lesson 8 includes some information about lightning rods that may be helpful to get students thinking.)

Unit-End Assessment

Standards:

6.1.2.GeoHE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

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.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

Materials:

Google Doc: "Assessment - US Regions"

PDF: "Blank Region Map to Fill In" - Use this for #1 on the test.

Google doc: "Maps USA" (printed in color and laminated for all students if possible)

Lesson Sequence

Have students use the maps to answer the questions.

There is a cover sheet included that explains the standards alignment. This cover sheet can be sent home along with the graded test.

Accommodations/Modifications:

Read questions aloud.

Modify the test or the testing procedure according to each child's needs.

Remove question #1 and provide students with a complete Region Map to use during the test.

Have students complete #1 separately and then provide them with a complete Region Map to use for the remainder of the test.

Label each type of map (physical, climate, region, political).

Unit Plan Title	Government, Economics/Civics - Rights, Roles, and Responsibilities
Suggested Time Frame	Trimester 2: December-March

Overview / Rationale
<p>This unit begins with an exploration of the American government. Students will learn about the decisions made by our Founding Fathers in designing our current government. They will explore the contributions and leadership qualities of our first leaders. They will also learn about the ways that the Constitution helped to ensure that our country would not become like the monarchy we fought to gain independence from: powers shared by the different levels of government (municipal, state, and federal) as well as the checks and balances of the three branches of government (legislative, judicial, executive).</p> <p>The second half of the unit focuses on economics. The students will work in groups to create companies, develop products, purchase materials, advertise, and sell their products. Through this hands-on activity, they will learn about using money in the real world: debt, profit, investment, supply and demand, opportunity cost, spending, and saving.</p>

Stage 1 – Desired Results
<p>Established Goals: 2020 New Jersey Student Learning Standards for Social Studies</p> <p>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.EconET.1: Explain the differences between needs and wants.</p> <p>6.1.2.EconET.3: Describe how supply and demand influence price and output of products.</p> <p>6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</p> <p>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).</p> <p>6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.</p>

- 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.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 capital).
- 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
- 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.
- 6.1.5.Econ.NM.7: Describe the role and relationship among households, businesses, laborers, and government within the economic system.
- 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.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

Interdisciplinary Connections

2016 New Jersey Student Learning Standards for English Language Arts

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RI.3.1: Ask and answer, 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.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.

Career Readiness, Life Literacies, and Key Skills 2020

9.1.5.FP.2: Identify the elements of being a good steward of money.

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

9.1.5.PB.1 Develop a personal budget and explain who it reflects spending, saving, and charitable contributions.

Computer Science and Design Thinking 2020

8.2.2.ETW.2 Identify the natural resources needed to create a product.

8.2.5.ITH.1 Explain how societal needs and wants influence the development and function of a product and a system.

Student Resources

Primary Source Readings

The Preamble

The Declaration of Independence

Secondary Source Readings

ReadWorks Article on George Washington (780L)

<https://www.readworks.org/article/US-Presidents-George-Washington/ad0cff0b-3af9-4fbd-9836-541bdcda5093#!articleTab:content/questionsetsSection:2167/>

ReadWorks Article on Thomas Jefferson (840L)

<https://www.readworks.org/article/US-Presidents-Thomas-Jefferson/88e762b0-a780-410d-9a32-80722edf0684#!articleTab:content/questionsetsSection:2188/>

Optional: ReadWorks Article: [Colonization and Revolutionary War - The Declaration of Independence](#)

Magic Treehouse: *The American Revolution*

“The Constitution Game” game board, a die, and counters

Constitution Game: Group Rule Sheet

Information on Ducksters for teachers/advanced students

Benjamin Franklin: https://www.ducksters.com/biography/ben_franklin.php

George Washington: <https://www.ducksters.com/biography/uspresidents/georgewashington.php>

Thomas Jefferson: <https://www.ducksters.com/biography/uspresidents/thomasjefferson.php>

Information on Ducksters on State and Local Government

https://www.ducksters.com/history/us_state_and_local_governments.php

Quiz: https://www.ducksters.com/history/us_state_and_local_governments_questions.php

ReadWorks Article on Declaration of Independence (810L)

<https://www.readworks.org/article/Colonization-Revolutionary-War---The-Declaration-of-Independence/d7a5d59e-eb37-4138-b204-2337b386e2c1#!articleTab:content/>

ReadWorks Article on 3 Branches of Government (780L)

<https://www.readworks.org/article/American-Government---Branches-of-Government-A-Closer-Look/33c29eba-a072-47f4-a783-7b55b90768ea#!articleTab:content/>

Story: The Kingdom with No Laws, No Rules, and No King

<https://studylib.net/doc/7643477/the-kingdom-with-no-rules--no-laws-and-no-king>

ReadWorks article: American Government: Branches of Government: A Closer Look (780L)

<https://www.readworks.org/article/American-Government---Branches-of-Government-A-Closer-Look/33c29eba-a072-47f4-a783-7b55b90768ea#!articleTab:content/>

Teacher Resources

Websites:

https://votesmart.org/education/states#Powers_of_the_Fed_Gov

Worksheets:

Character Trait Inference Sheet
Frayer Model Vocabulary Sheet

Videos:

YouTube: Checks and Balances (4:58)

<https://www.youtube.com/watch?v=6W8W3p9Ot7M>

YouTube: 3 Branches of Government (2:14)

https://www.youtube.com/watch?v=UlxpOmYdwZY&feature=youtube_gdata_player

YouTube video on Ben Franklin that also reviews the causes of the revolution (3:21)

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

Video: 4th of July for Kids <https://www.youtube.com/watch?v=XoNlsoqT5s0>

Producers and Consumers

 Producers and Consumers | Social Studies for Kids | Kids Academy

Good and Services for Kids

 Goods and Services for Kids

Human, Capital & Natural Resources

 Human, Capital & Natural Resources for Kids | Types of Resources | Kids Academy

What is Money?

 Econ Vids for Kids: What is Money?

Needs and Wants

 **Economics for Kids: Needs and Wants**

What's a Budget?

https://www.ducksters.com/money/budgeting_money.php

 What Is A Budget?

 **What is a Budget Song (InstructaBeats Original) - Making a Budget - K.E.1 - 5.E.2**

Supply and Demand

 Supply And Demand eLearning Social Studies Video Lesson for Kids

Uncle Jed's Barbershop by Margaret King Mitchell

Stage 2 – Assessment Evidence

Performance Task(s):

Other Evidence:

Exit Slips
Discussion Participation/Group Work
Character Trait Inference Sheet
ReadWorks Quiz
Government Quiz (with Study Guide)
Economics Final Written Assessment

Stage 3- Learning Plan

Unit Exploration #1: Government

Lesson 1: Independence (The American Revolution Simplified)

Big Ideas: On July 4, 1776, the United States of America was born. This day marks our independence from Great Britain. The original 13 colonies would become states, and our nation would no longer be ruled by the King of England, who did not allow the colonists a say in the laws that governed them.

Materials:

- Video: 4th of July for Kids <https://www.youtube.com/watch?v=XoNIsoqT5s0>
- Optional: ReadWorks Article: [Colonization and Revolutionary War - The Declaration of Independence](#)
- Optional: Magic Tree House Fact Tracker - American Revolution

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.

Lesson Sequence:

Opening:

Discuss: Imagine if some of our classes were moved to a new building in a different town but our principal was still the person in charge even though s/he is going to be staying at our current school. Also, you still have to do all the same work but you don't get to do any of the fun stuff (like Fun Day). What types of problems do you think this would cause?

Learning Activities

Watch the video as it provides the basis for the unit. Connect the opening discussion with the plight of the colonists and the need for independence or freedom from a king who lived in another country and continent, who made decisions without their input.

Optional: Have students brainstorm ideas about what a new nation would need to succeed in their independence. Jot their ideas down, and refer to them throughout or at the conclusion of the lesson.

Closing: Why is the 4th of July an important holiday for the United States of America?

Assessment: Exit Slip (see closing)

Accommodations/Modifications:

Use the Read Aloud feature on ReadWorks

Have a discussion instead of using an exit slip for assessment.

Have students discuss before writing on the exit slip.

Have students complete exit slips in partnerships.

High Achieving Students:

Give students the quiz that is paired with the ReadWorks article.

Lesson 2: What Makes A Good Leader? (2 days)

Big Ideas: The Founding Fathers were the first leaders of our country. They did many things to help our country gain independence from England and transition safely to an independent nation. Their character traits made them good and fair leaders during this tough time. Thomas Jefferson, Ben Franklin, and George Washington were three of the Founding Fathers.

Materials:

- YouTube video on Ben Franklin that also reviews the causes of the revolution (3:21)
<https://www.youtube.com/watch?v=OnCacvIEfRo>
- Optional: Magic Tree House Fact Tracker - American Revolution
- ReadWorks Article: “U.S. Presidents: Thomas Jefferson” (840L)
- ReadWorks Article: “U.S. Presidents: George Washington” (780L)
- Character Trait inference sheet

Standards:

6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Lesson Sequence:

Opening: Explain that writing and signing the Declaration of Independence was a very dangerous thing to do because going against the king could get you killed. If you have the Magic Tree House Fact Tracker, you can read chapter 6 (especially page 76-77) to help students see this. Identify and

discuss the character traits that the Founding Fathers showed. Today, we are going to learn about some of the things that the Founding Fathers did and we are going to ask ourselves, “What makes this person a good leader?”

Learning Activities

Watch the YouTube video on Ben Franklin.

Use the character trait inference sheet to review the things that Benjamin Franklin did and make inferences about his character. You can do this as a whole class or have students work in groups.

Read the ReadWorks articles on Thomas Jefferson and George Washington and have students make inferences about character traits while discussing the contributions these men made.

Closing:

Why do you think the colonists chose George Washington to be their first leader?

Pick someone who you think is a good leader. Compare and contrast them to one of the Founding Fathers that we learned about today.

Assessment: Character Trait Inference Sheet

Accommodations/Modifications:

Different grouping strategies for reading and taking notes: whole class, small groups, partnerships, independent

Use the Read Aloud feature on ReadWorks.

High Achieving Students:

- Give students the quiz that is paired with the ReadWorks articles.
- Written essay: Nominate someone you know to be president. Compare their traits to one of the Founding Fathers. Use evidence to support your ideas.

Lesson 3: Why Do We Need Laws?

Big Ideas: Laws are necessary to keep people safe and happy.

Materials:

- Story: The Kingdom with No Laws, No Rules, and No King
<https://studylib.net/doc/7643477/the-kingdom-with-no-rules--no-laws-and-no-king>

Standards:

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.

Lesson Sequence:

Opening: What is a law? Why do we need them?

Learning Activities:

Read the story, “The Kingdom with No Laws, No Rules, and No King.”

Discuss the reasons for laws and the problems that arise when we don’t have any.

Discuss: What makes something a good law? Use the story to help students see that a good law actually helps the citizens and it is not just there because the person in charge thinks it is cool.

Relate this back to the new country that was being formed right after the Revolutionary War. They got rid of the old ruler and the old laws, so they needed to make a new set of laws and put someone in charge.

Closing: Create a class set of laws.

Exit Slip: Which of our classroom laws do you think is the most important? Explain.

Assessment: Participation in the discussion, Exit Slip

Accommodations/Modifications:

Read the story aloud.

Allow students to respond to the exit slip question verbally.

High Achieving Students:

Have students write their own version of the story about a school that has no rules. This could also be a play that they plan with groups and act out in front of the class.

Lesson 4: The Constitution Game

Big Ideas: The first set of laws that were created were called the Articles of Confederation. These articles granted most of the power to the states because the colonists did not want to end up with a government that resembled a monarchy, where too much of the power was in the central government. However, the differences between the laws of each state caused many problems and confusion. The Constitution was created in order to fix this. It left many powers with the states, but gave more power to the federal government.

Materials:

- “The Constitution Game” game board, a die, and counters

- Constitution Game: Group Rule Sheet

Standards:

6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.

Lesson Sequence:

Opening: Review the discussion from Lesson 3 about the need for laws.

Explain: The Founding Fathers knew they needed some rules, so they created the Articles of Confederation. They wanted to make sure it did not end up like having a king, so they let the states make a lot of their own laws so that one person would not have all the power.

Learning Activities:

Split your class into groups. Explain that each group is a state. You are giving them a game that has no rules, so they need to make some rules before they play.

Hand out game boards, counters (to use a player's piece), and dice.

Have students write the rules on the "Constitution Game: Group Rule Sheet."

- How do you decide who goes first? (possible answer: birthday, ABC order, dice roll, rock paper scissors)
- What happens if you land on a green space? (return to start, automatically win, go forward a space, go backward a space)
- How do you win? (land exactly on the last box, go past the last box)
- What happens if two people are on the same spot? (nothing, the first person bumps the last person to start/backward a space, they do rock paper scissor to see who wins/goes back to start)

Make sure each child has a copy of the rules.

Play the game for a few minutes (5-10 minutes).

Then, announce that it's time to meet some people from the other states and play this game with them. Mix up the groups, but have each child bring their original rule list with them.

These new groups will play the game but each child will use their old groups' rules.

While students play, circulate and discuss with them any problems they are having.

Discuss the problems that arose during the game. You can have students share or you can share what you heard. Most likely: it was confusing to know what to do, there were arguments about things that didn't seem fair, people wanted to switch to having the same rules.

Closing:

Exit Slip: Why did our Founding Fathers decide to create the Constitution?

Assessment: Exit Slip

Accommodations/Modifications:

- Provide each group with a rule question list with multiple choices for each question. All they would need to do is circle the rule they like the best.
- Create fewer types of rules. Only make a decision about what happens when you land on green and how you decide who goes first.
- Allow students to respond to the exit slip question verbally.
- Allow students to create rules for the game without prompts.

Lesson 5: Translating the Preamble

Big Ideas: The Preamble to the Constitution lists the reasons the Founding Fathers found it necessary to write the Constitution. These reasons are: to make the country more united, make things fair, prevent arguments, keep people safe and happy, and to guarantee freedom to the colonists and the future generations.

Materials:

- The Preamble (to display)
- Individual phrases from the Preamble for each group or partnership to translate
 - in order to form a more perfect union,
 - establish justice,
 - insure domestic tranquility,
 - provide for the common defense,
 - promote the general welfare,
 - and secure the blessings of liberty to ourselves and our posterity
- Dictionaries (on student devices or paper) - Merriam Webster's Learner's Dictionary is a good online resource to use with students.

Standards:

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.

Lesson Sequence:

Opening:

Remind students of the game we played. What was wrong with the Articles of Confederation? Today, we are going to read the Preamble to the Constitution, which is the introduction. The Founding Fathers wrote this introduction in order to explain why they felt they needed to create the Constitution.

Learning Activities:

Display the Preamble and read it aloud. Discuss how it is pretty hard to understand. We are going to figure it out!

Model how to first identify and underline the tricky words in the last phrase (do ordain and establish this Constitution for the United States of America). Then, use the dictionary to come up with synonyms for those words. Replace the tricky words with the easier words and write the phrase in your own words.

Example:

Original: do ordain and establish this Constitution for the United States of America

Translated: do officially order and create this Constitution for the United States of America.

After modeling, you may want to involve the students a little more (active engagement) and do a shared translation of one of the reasons listed in the Preamble.

Give each student group a section of the Preamble to translate. Set them up with dictionaries or at computer stations.

Come back together as a class and have each group share their translation.

Closing: Create an anchor chart or poster together of the reasons the Founding Fathers wrote the Constitution. Each group can write a keyword from their translation on the poster (e.g. freedom).

Assessment: Written translations, participation in the group work.

Accommodations/Modifications:

Pair students with more advanced peers.

Provide additional scaffolding as needed.

High Achieving Students:

Give a group more than one phrase to translate.

Have students create a Preamble for our class set of laws.

Lesson 6: The Three Levels of Government

Big Ideas: There are three main levels of government in the United States. At the top is the federal government. Each state has its own government, and so does each city/town. Each level of government has responsibilities. Some of these responsibilities overlap.

Materials:

Ducksters article on State and Local Government

https://www.ducksters.com/history/us_state_and_local_governments.php

Standards:

6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.

6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.

Lesson Sequence:Opening:

Remind students that while the states had pretty much all the power in the Articles of Confederation, the Constitution granted some more powers to the federal government.

Have students turn and talk about:

- Why didn't the Founding Fathers want to give ALL the power to the government?
- Why didn't the Founding Fathers want to give ALL the power to the states?

Learning Activities:

Compare and contrast the powers of the federal and state powers using the Venn diagram.

Ask students to discuss:

- why some of the powers were left to the federal government. *(For example, it makes a lot more sense for everyone to use the same money.)*
- why some powers are shared by both federal and state. *(For example, both levels need to be able to raise money-taxes- to run programs to help and protect people.)*
- why some powers are given only to states *(the federal government does not NEED to be involved in these and it gives more power to the state to make its own decisions).*
- Do you agree or disagree with the way the powers are divided?

Introduce the third level of government: Outline the powers of local government.

Discuss: Why does it make sense for these things to be taken care of by the local government rather than the state or federal? *(For example, the local government only needs to worry about a few schools/roads/etc. and can do a better job of helping with these things. The leaders at the local level have more information about the needs of the area.)*

Click on the link to go to the Ducksters article about State and Local government.

Closing:

Discuss: Why are there three levels of government?

Assessment:

Use the quiz in the Ducksters article to review and assess student understanding.

Quiz: https://www.ducksters.com/history/us_state_and_local_governments_questions.php

(Have students hold up 1,2,3,4, or 5 fingers to communicate their answers for each question or write their answer on a slate so that you can quickly assess the whole class.)

Accommodations/Modifications:

Read the article and the quiz aloud and also provide a written copy so the students can follow along. *There is also a feature on the website that allows you to have the article read aloud to students (whole class or on individual devices).*

High Achieving Students:

Print the article and quiz and have students read and answer independently.

Have students create a Venn diagram to compare state and local governments while they read the article.

Lesson 7: The Three Branches of Government

Big Ideas: The Constitution outlines three branches of government: judicial, legislative, and executive. Each branch's powers check and balance the powers of the other two branches so that one branch cannot have all the power. The President is part of the executive branch. The Legislative branch is made up by Congress, which has two parts that check each other: the House of Representatives and the Senate. The Supreme Court makes up the judicial branch.

Materials:

Lesson 7 Exit Slip - Checks and Balances

YouTube: Checks and Balances (4:58)

<https://www.youtube.com/watch?v=6W8W3p9Ot7M>

YouTube: 3 Branches of Government (2:14)

https://www.youtube.com/watch?v=UlxpOmYdwZY&feature=youtube_gdata_player

ReadWorks article: American Government: Branches of Government: A Closer Look (780L)

<https://www.readworks.org/article/American-Government---Branches-of-Government-A-Closer-Look/33c29eba-a072-47f4-a783-7b55b90768ea#!articleTab:content/>

Standards:

6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

Lesson Sequence:

Opening:

The Constitution of the United States established three separate branches for our nation's federal government. This separation was intended to ensure that no one part of the government would ever become too strong.

Learning Activities:

Explain that the Constitution set up the three branches of government so there wasn't just one person (or group of people) in charge. Each branch only has some of the power and they have to work together in order to make things happen. (The Founding Fathers wanted to avoid the problems we had with the King of England.)

Introduce the three branches as well as the idea of checks and balances.
You may also supplement this information with the YouTube videos.

Optional: Use the ReadWorks article and question sets to give more information and assess. **Even if you decide not to read this article, the image at the top is a very clear way to visually present the information.** Providing it to the children individually or enlarging and displaying it on the wall may help them to keep track of all the vocabulary and ideas.

Closing:

Have students complete the exit slip (Lesson 7 Exit Slip - Checks and Balances)

Assessment: Exit Slip

Optional: ReadWorks quiz

Accommodations/Modifications:

Read passages and questions aloud. (ReadWorks has a read aloud feature.)

Make the exit slip multiple choice or decrease the number of questions.

Have students work together to read passages and answer questions/exit slip.

High Achieving Students:

Have students read the ReadWorks article and answer the questions independently or for homework.

Increase the number of questions on the exit slip.

Lesson 8: The Three Branches of Government - Acted Out

Big Ideas:

The Constitution outlines three branches of government: judicial, legislative, and executive. Each branch's powers check and balance the powers of the other two branches so that one branch cannot have all the power. The President is part of the executive branch. The Legislative branch is made up by Congress, which has two parts that check each other: the House of Representatives and the Senate. The Supreme Court makes up the judicial branch.

Materials:

Outline of the Three Branches of US Government displayed

Standards:

6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

Lesson Sequence:

Opening:

Review the ideas from yesterday's lesson and explain that we will be acting it out today.

Learning Activities:

Work as a class to "elect a president" - Remind students about the character traits of a good leader that we identified previously.

Divide the class into groups. Each group is a Congress member that will come up with an idea for a bill. (You can also have each child or partnership write a bill separately.)

Congress votes for/against each proposed bill. If a bill receives a majority vote (greater than half the class), the bill is sent to the President.

The President decides which laws are a good idea and which are not. (The President can look at the class rules developed earlier to help them make a decision since this is similar to our Constitution.)

The President will sign the bills s/he approves and veto the bills s/he does not approve of.

- *You may decide to make a small group of students the judicial branch. These people would be chosen by the President and would have the job of checking if the bills are Constitutional.*

Vetoed bills are sent back to Congress. Congress votes again. If $\frac{2}{3}$ of the students vote FOR the bill, it becomes a law. If less than $\frac{2}{3}$ vote for the bill, it does not.

Closing:

Discuss: Do you think the system of checks and balances is fair or unfair? Why?

Assessment: Participation in the discussion.

Accommodations/Modifications:

Adjust the number of students who are working together to write bills.

High Achieving Students:

Have students calculate the number of students who would need to vote yes in order to pass a bill after the President vetoes it.

Allow students to revise and discuss bills that are returned by the President prior to voting again.

MID-UNIT ASSESSMENT:

Prior to the assessment, send home the study guide located in the resources folder.

Vocabulary: President, Supreme Court, Constitution, citizens, Congress

Review vocabulary in class using a slate assessment:

- Name jobs or characteristics of each branch and have the students write down the vocabulary word that fits the description.

Assessment: “Government: Quiz”

Unit Exploration #2: Economics

Lesson 9: Introduction to Economics (2-3 days)

Big Ideas:

The third grade economics standards are fundamental to understanding how goods and services are produced, provided, and traded. Students should have learned some of this terminology in K-2: goods, services, producers, consumers, opportunity costs, currency (money), and trade. In grade 3, these concepts deepen and become more complex. Students will need many opportunities to apply them to their daily lives.

Materials:

Anchor Chart displaying vocabulary for the lesson
Frayer Model graphic organizer for vocabulary

Videos:

Producers and Consumers

[▶ Producers and Consumers | Social Studies for Kids | Kids Academy](#)

Good and Services for Kids

[▶ Goods and Services for Kids](#)

Human, Capital & Natural Resources

[▶ Human, Capital & Natural Resources for Kids | Types of Resources | Kids Academy](#)

Standards:

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 capital).

6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

Lesson Sequence:

Opening:

What is Economics? Economics is the study of the economy, the part of a society that creates wealth (how people spend and make money). However, wealth is not just money. Wealth comes from the production of goods and services, which people buy with money. (Britannica Kids)

Learning Activities:

Use videos as a foundation for vocabulary. Show the video, pausing where needed to define and give examples of the following terms: producers and consumers, goods and services, & human, capital and natural resources.

Anchor Chart with vocabulary should be displayed and students can use the Frayer Model graphic organizer for vocabulary for their personal use.

For application, describe and discuss the interdependence of consumers and producers.

Closing:

Ask students to examine the spending in their household. Their family is the biggest consumer of what product (or good)? Encourage them to start paying attention to the goods and services their families purchase.

Assessment: N/A

Accommodations/Modifications:

Provide small group instruction for support with Frayer Model graphic organizer.

Lesson 10: Economics: Spending Money (2 days)

Big Ideas:

Students will examine how money is spent in regards to needs and wants, and the concept of supply and demand. Because people cannot have everything they want, they have to make choices.

Materials:

Anchor Chart displaying vocabulary for the lesson

Videos:

What is Money?

▶ Econ Vids for Kids: What is Money?

Needs and Wants

▶ **Economics for Kids: Needs and Wants**

What's a Budget?

https://www.ducksters.com/money/budgeting_money.php

▶ What Is A Budget?

▶ **What is a Budget Song (InstructaBeats Original) - Making a Budget - K.E.1 - 5.E.2**

Supply and Demand

▶ Supply And Demand eLearning Social Studies Video Lesson for Kids

Standards:

6.1.2.EconET.1 Explain the difference between needs and wants.

6.1.2.EconET.3 Describe how supply and demand influence price and output of products.

6.1.2.EconET.4 Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

Lesson Sequence:

Opening:

Thinking about all the goods and services available to consumers, how much are most people able to purchase? What prevents people from buying everything available to them? How much money people have determines their spending. What else determines their spending? Households have to budget their money or income to make wise purchases.

Discuss money/income, a budget for needs/wants and how supply and demand affects spending. You may choose to create a family's monthly income and expenses to illustrate key concepts. Use videos to help explain vocabulary.

Closing:

Have students brainstorm steps they can take to ensure they have enough money to pay for their needs and wants when they grow up and have their own households.

Assessment:

Exit Slip - Is it better to spend money on wants or needs? Explain.

Why is a budget a necessity for households? Use Economics vocabulary words.

Accommodations/Modifications:

Allow students to watch videos repeatedly on their chromebooks and discuss with partners.

Provide small group support to discuss key concepts using illustrations.

Allow students to verbally respond to Exit Slip.

High Achieving Students:

Have students create a budget for an imaginary family. Have students research the salaries of 3 different occupations. Choosing one occupation, have students determine a monthly budget with income and expenses for this family. (You may choose to make this a homework assignment for all students allowing them a week to complete with families.)

Lesson 11: Qualities of Good Entrepreneurs

Big Ideas: Qualities of good entrepreneurs include: creativity, leadership, cooperative, and hard working. They think ahead and make a clear plan before they take action.

Materials:

Uncle Jed's Barbershop by Margaret King Mitchell

Standards:

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.EconNM.6 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.5.EconEM.3 Describe how supply and demand influence price and output of products.

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Lesson Sequence:Opening:

Introduce the word, “entrepreneur.” According to the Learner’s Dictionary, an entrepreneur is “a person who starts a business and is willing to risk loss in order to make money.”

Starting a business is risky, but it can also be very profitable. A successful company or business is one that makes a profit, meaning it makes a lot more money than it spends. Today, we are going to think about what makes a good entrepreneur. Have you heard of Colonel Sanders (Kentucky Fried Chicken), Steve Jobs (Apple), or Bill Gates (Microsoft)? They are American entrepreneurs. What kinds of qualities make an entrepreneur?

We are going to read the book, Uncle Jed’s Barbershop by Margaret King Mitchell. See if you can identify the character traits that make Uncle Jed a good entrepreneur.

Learning Activities:

Read Uncle Jed’s Barbershop. Allow students to turn & talk about the story and how you are able to identify Uncle Jed’s character traits by what he says and does. Students can also use sticky notes to stop & jot as you read. Pause where needed. Facilitate a discussion about Uncle Jed.

Generate a list of traits (or qualities) needed to become an entrepreneur. Ask them which of those traits they possess. Then ask students if they could have their own business, what goods or services would they provide? Explain why. How would the trait they possess would help them be successful in their business?

Closing:

Assessment: Write a sales pitch (or speech) asking people to buy your goods or services. Include why they should buy from you, highlighting the trait(s) you possess that will make your business successful. Students may choose to write the speech as if they are Uncle Jed or another entrepreneur.

Modifications:

Pair students with more advanced students during the read aloud for the turn & talks.

Have students create a business partnership and write their sales pitch together.

Allow students to design a poster in place of the speech.

High Achieving Students:

Compare the traits of entrepreneurs to the traits of the Founding Fathers. Are entrepreneurs good leaders?

FINAL ASSESSMENT: Why is it important for students to learn about Economics? Use your vocabulary words and definitions in your answer.

Unit Plan Title	History - People Influencing History, Symbols, American Identity, Change Over Time, World Cultures
Suggested Time Frame	Trimester 3: March-June

Overview / Rationale

In this unit, students will explore how and why our country has changed over time, from the colonial days until today. We will focus on changes in transportation and communication, the people who helped to bring about these changes, and the effects of these changes on the way people live.

We will also explore the development of American identity, with a focus on the many cultures that make up our country's current population.

The explorations in this unit will culminate into a Culture Day Research Project/Poster which ties into the research that students are doing in writing. Students will be able to share their projects with the entire school for a Culture Day Celebration.

Stage 1 – Desired Results

Established Goals:

2020 New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

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.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Interdisciplinary Connections

2016 New Jersey Student Learning Standards for English Language Arts

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.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI 3.5: Use text features and search tools to locate information relevant to a given topic efficiently.

RL3.6: Distinguish their own point of view from that of the narrator or those of the characters.

W3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Career Readiness, Life Literacies, and Key Skills 2020

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Computer Science and Design Thinking 2020

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

Student Resources

Magic Tree House Fact Tracker: American Revolution

Readworks article: *A New Home* (740L)

Library books about different countries/cultures

Readworks articles on the cultures of specific countries- There are “Article of a Day” Sets on the following topics: celebrations, dances, cuisine, clothing, dessert, houses, breakfasts, national dishes, instruments

Teacher Resources

Texts:

- Smoky Night by Eve Bunting - available as a read aloud on YouTube:
<https://www.youtube.com/watch?v=fD0RF7GYbw8>
- The Name Jar by Yangsook Choi
- The New Basketball (Reading A-Z)

Internet research about cultures:

<http://nationfacts.net/>

Worksheets:

Riddles: <https://www.multiplication.com/resources/worksheets>

Matrix Logic Puzzles: <https://logic.puzzlebaron.com/init.php>

Culture Project: Audience Worksheet

Transportation Note-taking sheet

Other Google Documents:

Americans Over Time (2 pictures)

Country Information from Nat Geo

Culture Day Rubric

Culture Day Information - parent letter

Culture Project Directions

Parent Invitation to Culture Day

Invitation to Culture Day - Teachers

Videos:

- Communication Then and Now: <https://www.youtube.com/watch?v=4asn3cjOi9k> (2:28)
- SchoolHouse Rock Video: The Great American Melting Pot:
<https://www.classhook.com/resources/616> (3:00)
- Cross Cultural Etiquette Video (2:10) <https://www.youtube.com/watch?v=bdeFdFEbuqk>
- Video About Chopstick Manners (3:12) <https://www.youtube.com/watch?v=p0HvN36H-4U>
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Google Slides:

Transportation Through History

Stage 2 – Assessment Evidence

Performance Task(s):

Culture Day Research Project - see rubric

Other Evidence:

Exit Slips

Audience note-taking during presentations

Stage 3 – Learning Plan

Lesson 1: Life in Colonial Times

Big Ideas:

During the early colonial days, America was an agricultural society. People lived on farms, grew their own food, and built their own houses. Many of the conveniences we take for granted were not yet invented, so life was very different than it is today.

Materials:

- Magic Tree House Fact Tracker: American Revolution. Chapter 2: “Life in the Colonies”
- Transportation Note-taking sheet (Google doc)

Standards:

6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

Lesson Sequence:

Opening:

Today, we are going to learn about how life was different back in the early days of our country. In the 1700s, America was an “agricultural society.” We will be reading about this together to find out what that means. We will be comparing and contrasting life then and now to find out the answer to the question, “How was life in the colonial days different from life today?”

Learning Activities

Together, read the introduction to chapter 2. Model taking notes on the following points:

- What was different about life back then?
- How might these differences cause problems? (effects)
 - Example: look at the text box - “Livestock was driven through the middle of the city”
It would be smelly on the roads.

Break students into groups. Assign each group a section of chapter 2 (there are 6 altogether) to read. Each group should take notes to answer the two questions you modeled.

Have each group present their information. Audience members can take notes by writing one thing for each presentation that would be a challenge.

Create a class list of some of the characteristics and main challenges of an agricultural society. Here are some ideas:

- only candles for light
- only fire for heat - it was very cold
- build your own house
- everyone lives on farms
- hard to travel - can't go far

Closing:

Have students answer question #1 on the “Transportation Note-taking sheet.” Explain that we will be learning in this unit how people realized some of the same problems you observed. Various people came up with solutions (inventions, ideas, etc.) to solve these problems. This has caused change and development over time.

Assessment:

Notes during group work
#1 on Transportation Note-taking sheet

Accommodations/Modifications:

Allow students to dictate answers to written questions (#1 on Transportation Note-taking sheet). Provide students with a worksheet listing all of the headings from chapter 2 to use for note-taking. Pair students in heterogeneous groups for note-taking activity.

High Achieving Students:

Have students do additional research on colonial life by going online. Assign each student a section of the text to read. Have students work independently to read a section and take notes. Then, have students who read the same section come together to compare notes and prepare a presentation for the class.

Lesson 2: Transportation Through History (2-3 days)

Big Ideas: Transportation has changed greatly from the 1700s until today. Creativity and perseverance made each new development possible. Each invention made future inventions possible, and brought about significant change in people’s lives. The development of transportation helped move America from an agricultural society to an industrial society.

Materials:

- Google Slides: Transportation Through History
- Transportation Note-taking sheet (Google doc)

Standards:

6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Lesson Sequence:

Opening:

Review the class list: characteristics and challenges of life in an agricultural society created during Lesson 1.

Look at page 1 of the Google Slides Transportation Through History lesson.

Have students brainstorm some of the challenges/problems caused by the limited transportation.

Possible ideas:

- You wouldn't be able to see friends often.
- If someone moves, you don't see or talk to them again. (Mail took forever and there were no phones or computers. We will get to this later.)
- You would only know the people who live in your town.
- You can't go anywhere far for fun.

Today, we will learn about the inventions that people came up with over the years to try to address these issues.

Learning Activities

Go through the slides of the Transportation Through History lesson, discussing the questions and having students respond in writing on the "Transportation Note-taking sheet."

Slides page # and topic	Worksheet question
2 - Steam Engine	#2
3 - Steam Ship	#3
4 - Steam Locomotives 5 - Transcontinental Railroad	#4
6 - Quadricycle	#5
7 - Assembly Line	#6
8 - Airplane	#7 and #8

As you go through the lesson, create a timeline of events. Students can record events on their own timelines or you can create a class timeline together. For each event, record the date and some information about the invention. *You may decide to add to this timeline throughout all of the upcoming lessons in order to put things in perspective.*

Closing:

Discuss or write: Have each child choose one invention and write about how life would be different without it and how other inventions made it possible.

Assessment:

Transportation Note-taking sheet

Accommodations/Modifications:

Allow students to respond to worksheet questions in partnerships.

Allow students to dictate answers to written questions.

High Achieving Students:

Choose one of the inventions you learned about and do further research on it. Create a poster about this transportation and add it to the class timeline.

Lesson 3: Change in Communication

Big Ideas: Development in communication over the years has led to increased collaboration and the spread of ideas throughout the United States and the world.

Materials:

- Video: Communication Then and Now: <https://www.youtube.com/watch?v=4asn3cjOi9k> (2:28)
- Magic Tree House Fact Tracker: American Revolution
- Find riddles online where students find the answer to a question by doing math problems. Choose the worksheet based on the level of your students. It should be challenging but not impossible if students are working in groups.
 - Option 1: Multiplication Puzzles: <https://www.multiplication.com/resources/worksheets>
 - Option 2: Matrix Logic Puzzles: <https://logic.puzzlebaron.com/init.php>

Standards:

6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

Lesson Sequence:

Opening:

Watch the video “Communication Then and Now.”

Discuss: What previous inventions have we learned about that helped make these changes possible? Refer to the transportation timeline that you created previously. Discuss where some of the communication inventions may fall on the timeline.

Learning Activities

Explain that today, we are going to travel back in time to the days before modern communication was developed.

Trial 1:

We will begin by going back to the 1700s in the days before phones and computers. Back then, even mail was unreliable and took forever to get somewhere.

Optional: Read pages 46-47 and the textbox on page 78 in Magic Tree House Fact Tracker: American Revolution

- Divide students into several small groups. Each group can be a town in one of the colonies. You may even make one of the groups in England.
- Give each group the same riddle to solve and explain that the goal is for the WHOLE CLASS to solve the riddle.
- Use a timer to keep track of how long it takes for every single student to have an answer.
- Students can work with the other people in their town, but if they want to collaborate with someone in another group, they need to send a letter. *The teacher or a student can be the post rider who walks around the room SLOWLY delivering mail (passing notes back and forth between groups).*
- Record the time for solving the riddle in the colonial period.

Trial 2:

Now it is the late 1800s and we can use the telephone.

- Give each group a new riddle.
- Now groups can communicate by calling each other (talking).
- Record how long it takes the whole class to solve the riddle.

Trial 3:

Now it is the modern day and we can use computers. (You may want to do this trial in the computer lab unless your students have personal devices.)

- Give each group a new riddle.
- Students can talk to students in other groups by calling (talking) or through Google classroom.
- Students can also look information up online to help them solve the problems.
- Record how long it takes the whole class to solve the riddle.

Closing: Exit Slip: How did the development of communication help with problem solving?

Assessment: Exit Slip

Accommodations/Modifications:

Modify this lesson by adjusting the difficulty of the puzzles you choose for your students to solve. Use heterogeneous grouping.

Lesson 4: The Great American Melting Pot

Big Ideas: Today, our country is made up of people from many places. The American identity has moved from being primarily European to being extremely multicultural.

Materials:

- SchoolHouse Rock Video: The Great American Melting Pot: <https://www.classhook.com/resources/616> (3:00)
- Google Doc: Americans Over Time (2 pictures)
- ReadWorks Article: *A New Home* (740L)
- Anchor Chart with title “Elements of Culture”

Standards:

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Lesson Sequence:

Opening:

Display the first two pictures in the Google doc: “Americans Over Time”

Remind students: In the beginning, we learned that the people who came here viewed themselves as British (or associated with the state they lived in). Then, they declared independence from Britain and started to see themselves as American.

Discuss: Look at these two pictures. How has the image of an American changed? What do you think this means?

Learning Activities

Watch video: “Great American Melting Pot”

Discuss:

What does it mean to be American?

Why is the United States called a melting pot?

What do immigrants bring with them?

What do you like about living in a country with so many cultures?

We live in a “multicultural” country. That means there are lots of cultures mixed together. Begin a class list of the elements of culture:

- Clothing
- Religion
- Language

Read “A New Home.” Discuss: What does it mean to be an immigrant?

Closing: Display the third image in the Google doc: “Americans Over Time.” Many people think we should call our country a salad bowl rather than a melting pot. Why do you think this may be? What’s the difference? What do you think?

Assessment: Participation in discussion

Accommodations/Modifications:

Students may read “A New Home” independently, in groups, or may listen to it read aloud on the computer. You can also have students answer the questions that are paired with the article. This can be done together as a class on the SMART board or independently/in small groups.

Lesson 5: Multicultural Challenges

Big Ideas: Different cultures mean different ways of doing things and different points of view. When people don’t understand one another, problems arise. It is important to understand the perspectives of other cultures in an interconnected world.

Materials:

- Read Aloud (choose one)
 - Choice A: Smoky Night by Eve Bunting - available as a read aloud on YouTube: <https://www.youtube.com/watch?v=fD0RF7GYbw8>
 - Choice B: The Name Jar by Yangsook Choi
 - Choice C: The New Basketball (Reading A-Z)
- Cross Cultural Etiquette Video (2:10) <https://www.youtube.com/watch?v=bdeFdFEbuqk>
- Video About Chopstick Manners (3:12) <https://www.youtube.com/watch?v=p0HvN36H-4U>
- “Elements of Culture” anchor chart begun during lesson 8
- (Optional) ReadWorks Article-A-Day Set “Immigration and Challenges for New Americans” (There are 7 articles all together ranging from 1140L-1270L.)

Standards:

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

RL3.6: Distinguish their own point of view from that of the narrator or those of the characters.

Lesson Sequence:

Opening:

So far, we talked about some of the great things about living in a multicultural country. But there can be problems, too. What problems do you think may happen when people from different countries end up living together?

Learning Activities:

Read-Aloud (choose one from the list above)

Discuss:

What problems happened because people were from different cultures?

Why was it a problem?

How can this problem be fixed?

Lead students to see that learning about other cultures helps people understand each other. When people understand each other, the fear goes away and they can communicate. They realize we're all people.

Watch Cross Cultural Etiquette Video

Discuss:

What was the man's point of view about the family? *They were rude.*

What was the family's point of view about the man? *He was rude.*

Why did this happen? Was anyone TRYING to be rude?

What could have been done to avoid the problem? *The man could have learned about table manners in Japan or the family could have learned about table manners in America.*

Optional: Watch the video about chopstick manners in Japan.

Add to the class list of elements of culture:

- Food
- Manners

Closing:

Introduce Research Project: Now that we know what culture is and we see some of the reasons it is important for us to understand each other's cultures, we are going to spend some time researching cultures so we can teach each other and the rest of the school. Each one of you will pick one country to research. Start thinking about what country you would like to study and what questions you have about their culture.

Assessment: Student participation during discussion.

Accommodations/Modifications:

High Achieving Students:

Have students learn more about the challenges faced by some of the major immigrant groups in our country by reading the articles from the “Immigration and Challenges for New Americans” Article-A-Day Set on ReadWorks. Assign each group one of the articles to read. Then have them present this information to the rest of the class.

Lesson 6: Culture Day Research (multiple days)

There are two parts to this activity. Part 1: Research Part 2: Create Posters

Tie this into the research work that you are doing in Writing.

Big Ideas: Each country has a different culture. The people of a country show their culture in many ways including food, music, language, clothing, religion, and celebrations.

Materials:

- “Elements of Culture” anchor chart begun during lesson 4
- For Online Research:
 - <http://nationfacts.net>
- Google Doc: “Country Information from Nat Geo”
- Library Books about Various Countries
- Readworks articles on the cultures of specific countries- There are “Article of a Day” Sets on the following topics: celebrations, dances, cuisine, clothing, dessert, houses, breakfasts, national dishes, instruments
- Culture Day Rubric
- Culture Day Information - parent letter
- Culture Project Directions
- Parent Invitation to Culture Day
- Invitation to Culture Day - Teachers

Standards:

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

RI 3.5: Use text features and search tools to locate information relevant to a given topic efficiently.

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.

W3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Lesson Sequence:

Opening:

Remind students about the project. Have each child select a country they want to research. Make a variety of books from the school library available to help them choose, and to make sure that everyone gets a book for their country.

Show sample poster. Explain that when you plan your research, you think of topics in which you'd like to learn. These become the headings on your poster.

Learning Activities

Part 1: Research

Have students brainstorm a list of questions/topics they would like to learn about. Everyone should come up with 6. (Refer to the "Elements of Culture" anchor chart in order to help them come up with ideas.)

Provide students with time to research and take notes using their book as well as internet research.

Teach lessons and model as needed:

- Use the table of contents and online menus in order to predict where you may find the answers to your questions.
- Use keywords in your question to find the answers in the text.
- Paraphrase rather than plagiarize.
- Identify main ideas and key details.

Part 2: Create Posters

Explain the directions and the rubric. Provide students with copies.

Have students create posters in class or send the research home so they can complete the posters at home. If you are sending it home, send home the following documents with the completed research:

- Culture Day Information - Parent Letter
- Culture Day Rubric
- Teacher Sample Poster
- Culture Project Directions

Ensure all students have an opportunity to look up and print pictures to use for their poster.

If you will be having the students share their work with other classes:

Plan a day for the third grade classes to set up their projects in the gym or cafeteria. On that day, children will stand by their projects as other grade levels bring their classes through. It is recommended that students do classroom presentations prior to this day so the students have practice talking and they have a chance to see each other's work.

As the day approaches, send home the parent invitation, and email the teacher invitation to the rest of the school. Set up a sign-up sheet for times. Expect each class to take about 10 minutes. Two classes at a time usually works pretty well.

Closing: At the end of each day, point out something that one student has done from which other students can learn. Students can also meet with partners at the end of each session in order to share, ask questions, and give advice.

Assessment: Take notes as you confer with students during their research. You will be assessing their final work later using the provided rubric.

Accommodations/Modifications:

For all students, you can provide leveled reading materials and adjust the types of materials that they have access to (internet research, library books, printed or online articles). Adjust the amount of support you provide to students in finding these materials.

You may also adjust the number of headings that are required on the poster.

- Have students work in partnerships to complete research and make posters.
- Provide students with a list of headings/categories from which to choose. (Many books have simple chapter names that can be used as headings. This will also make it easier for students to locate the information they need.)
- Give students separate pieces of paper with a heading on each. They can record their information here and then glue the separate pages onto a poster.
- Complete the research in guided reading groups or strategy groups.

High Achieving Students:

- Have students bring in a second prop that represents their own family's culture (which may or may not be the same as the country they researched). This option is described in the attached directions.

Lesson 7: Culture Day Celebration

Note: This lesson describes how you can have students present their projects to one another in the classroom. However, you may also wish to have your class share their work with the rest of the school. See the notes and materials described in Lesson 6 for ideas on how you can do this.

Big Ideas: Each country has a different culture. The people of a country show their culture in many ways including food, music, language, clothing, religion, and celebrations. It is important to understand the perspectives of people from different cultures.

Materials:

- Culture Project: Audience Worksheet
- Culture Day Rubric

Standards:

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Lesson Sequence:

Opening:

You have all worked so hard on your research and now it is time to teach each other.

Explain the audience worksheet. During the presentations, students will take notes. They will later use these notes in order to answer questions.

Learning Activities

Have students present projects one at a time. Allow the audience members to ask the presenters questions. Students should record 1 or 2 facts for each presentation on their “Audience Worksheet.”

While students present, the teacher evaluates the student using the rubric and provides feedback.

Closing:

Have students use their notes to complete pages 5 and 6 of the audience worksheet. Discuss.

Assessment: Rubric; pages 5-6 of the audience worksheet

Accommodations/Modifications:

- Allow students to work in partnerships to take notes during presentations.
- Read questions aloud on pages 5-6. Rephrase if needed.
- Discuss questions on pages 5-6 as a class before having students provide written responses.
- Allow students to respond to questions verbally.

ACCOMMODATIONS AND MODIFICATIONS

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

****Consider the accommodations and modifications for each lesson as needed.***

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work

- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies
<https://sirblois.files.wordpress.com/2016/09/cooperative-learning-activities.pdf>)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

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An Affirmative Action Equal Opportunity Employer

2025