

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
SOCIAL STUDIES CURRICULUM
GRADE 3**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
UNIT 1 <u>CHAPTER 1</u> CIVICS GEOGRAPHY SOCIAL STUDIES SKILLS SOCIAL STUDIES SKILLS	Students will be able to: <ul style="list-style-type: none"> • determine which personal attributes make a good citizen. • state the 5 themes of geography. • use literature, visuals and print to acquire information. • interpret print materials and identify main idea and details. 	<ul style="list-style-type: none"> • Have the students brainstorm ways to exemplify the 6 characteristics of good citizenship. Role model situations. • Discuss how our community can be defined through these 5 themes. • Use Scott Foresman website and text. Introduce how to skim, scan, and access information. • Use Scholastic News or an article to state the main idea and details. Have them highlight the main ideas in one color and supporting details in another. 	<ul style="list-style-type: none"> • Text p. H4-5 • Chalkboard • Text p. H6-7 • Big Book Atlas • Map Resources CD ROM • Text p. H8-18 & 2-5 • Poster 1 & 2 • Leveled Books • Website #1 - Atlas • Text p. 6-7 • Workbook (WB) p. 1 • Scholastic News 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Student Discussion • Teacher Observation • Teacher Observation • Workbook 	 6.2-D2 6.6-A--E 6.1-A3 6.1-A3

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<p><u>UNIT 1</u> <u>CHAPTER 1</u></p> <p>WORLD HISTORY</p> <p>N.J. HISTORY</p> <p>N.J. HISTORY</p> <p>GEOGRAPHY</p> <p>CIVICS</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • define community. • describe the geography of a community. • describe the history of a community. • determine the location of a community. • to define culture. 	<ul style="list-style-type: none"> • Diagram main idea and details of all communities. • Make a poster showing the city-state, country, continent, and planet in which we live. • Make a time line of Franklinville history. • Use globe and map to pinpoint specific places. • Use resources to locate Franklinville. • Make a collage showing: language, music, religion, food, clothing, holidays, and beliefs. 	<ul style="list-style-type: none"> • Text p. 10-15 • Transparency #1 • Website #1 - Current Events, Social Studies Library, This Day in History • WB p. 3 • Poster Paper • Website #2 • History of Franklin Twp. Packet • Text p. 18-23 • WB p. 4 • Globe • Map • Map Sources CD ROM • Text p. 26-29 • Magazines • Paper • Glue 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Student Created Diagram, Poster, and/or Timeline • Test • Teacher Observation • Workbook • Text • Teacher Observation • Student Created Collage 	<p>6.4-A2,4</p> <p>6.6-A1</p> <p>6.2-E6,7,8</p>

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UNIT 1 CHAPTER 1	Students will be able to:				
GEOGRAPHY	<ul style="list-style-type: none"> • define suburban community, how they were formed, and why people form communities. 	<ul style="list-style-type: none"> • Write a jungle or musical ad to attract people to a suburban community. 	<ul style="list-style-type: none"> • Text p. 42-47 • WB p. 10 • Leveled books (3) • Website #1 - Meet the People • Website #5 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Student Created Jingle • Test 	6.6-B1,2
GEOGRAPHY	<ul style="list-style-type: none"> • to define urban community, compare the population of different communities, and contrast their recreation and transportation needs. 	<ul style="list-style-type: none"> • Have the students make a picture of each new vocabulary word and write a sentence describing their illustration. 	<ul style="list-style-type: none"> • Text p. 48-53 • WB p. 11 • Website #1 - Atlas: Chicago 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Test 	6.6-D1,2
GEOGRAPHY	<ul style="list-style-type: none"> • to classify information presented in visual or print material. 	<ul style="list-style-type: none"> • Have the students compare two of the communities studied in this chapter. They make a list, graph, Venn Diagram, or paragraph. 	<ul style="list-style-type: none"> • Test p. 56-57 • WB p. 12 • Paper 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Test 	6.6-B3
N.J. HISTORY	<ul style="list-style-type: none"> • to describe the important roles community workers play in our town. 	<ul style="list-style-type: none"> • Students will work in pairs to prepare an interview as if they were on T.V. Working together they write short questions and answers. They then decide who will be the reporter and the work. They present their interviews to the class. 	<ul style="list-style-type: none"> • Text p. 64 • Website #1 • Unit 1 • WB p. 14 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Student Interviews 	6.2-A5

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<p>UNIT 2 CHAPTER 3</p> <p>HUMANITIES</p> <p>N.J. HISTORY</p> <p>U.S. HISTORY</p> <p>U.S. HISTORY</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • define opportunity. • realize people within a community come from different places. • explain that Americans are people of diverse origins, customs, and traditions. • discuss ways cultural groups are alike and different. • define immigrant. 	<ul style="list-style-type: none"> • Make a list of ten opportunities our school or community affords them (rank them by importance). • Using a map and post-its labeled with the name of any child in the class whom has moved; label a map to show all of the places they have lived. • Have students poll their parents to find out their forefather's origins, any long standing customs and/or traditions. • Venn Diagram 2 different groups. • Read Molly's Pilgrim, students then make pilgrim doll. Students present their doll and their family's origins. 	<ul style="list-style-type: none"> • Text p. 74-77 • WB p. 17 • Paper • Website #1 -Social Studies Library • Overhead • Map-Transparency • Markers • Post-it papers • Text p. 78-81 • WB pg. 18 • Website #1 • Paper • Molly's Pilgrim Books • Molly's Pilgrim Video • Letter for Home Describing Project 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Student Created List • Test • Teacher Observation • Student discussion • Teacher Observation • Workbook • Test • Student Created Venn Diagram • Teacher Observation • Student Journal Entries • Student Presentations • Test 	<p>6.2-B3</p> <p>6.4-A5</p> <p>6.4-A4,5</p> <p>6.4-B6</p>

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UNIT 2 CHAPTER 3 CIVICS <hr/> U.S. HISTORY U.S. HISTORY U.S. HISTORY U.S. HISTORY	Students will be able to: <ul style="list-style-type: none"> • define custom. • define ethnic groups. • to explain the significance of Thanksgiving. • identify why people have come to America and define ancestors. • to define migration and the Great Migration. 	<ul style="list-style-type: none"> • Write 3 sentences describing customs that they observe at home. • Brainstorm and list on board all groups. • Students make a list of things they are thankful for. • Have students create a family tree, if possible include where they lived. Students present information orally to class. • Compare the difference of immigration to migration. • Discuss what occurred in history to cause the Great Migration. 	<ul style="list-style-type: none"> • Journal • Website #1 - Social Studies Library • Test p. 120-121 • Text p. 84-89 • WB p. 18 • Leveled books • Text p 94-95 • Website #1 - Social Studies Library • Great Migration • Website #6 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Student Generated Lists • Workbook • Discussion • Student Created Family Tree • Test • Discussion Test 	6.2-E9 6.2-E8 6.4-A5 6.4-A3,5 6.4-A6

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<p>UNIT 1 CHAPTER 1</p> <p>CIVICS</p> <hr/> <p>GEOGRAPHY</p> <p>CIVICS</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • to define a citizen and what civic responsibility includes: voting. • to define cardinal directions and a compass rose to locate places on a map. • define holiday. • define tradition. 	<ul style="list-style-type: none"> • Analyze the Pledge of Allegiance; restate what each line means. Discuss how saying the Pledge is one way citizens affirm their citizenship. Have students re-write the Pledge in their own words. • Play Simon Says using classroom walls labeled with directions. • Map CD Rom activities • Internet activity • Determine location and direction of places within Franklin Twp. and or Gloucester County • Have the students make a T-chart to compare and contrast holidays and traditions • Discuss Franklin Twp. Day. 	<ul style="list-style-type: none"> • Text p. 90-93 • Pledge of Allegiance • Jane Adams • Website #7 • Text p. 98-99 • WB p. 21 • Website #1 • Map Resources - CD Rom • Local maps • State maps • County Map • Gloucester Cty. Website • Text p. 104-109 • WB p. 24 • Website #1 • Website #8 	<ul style="list-style-type: none"> • Teacher lead discussion • Student Rewritten Pledge • Test • Teacher Observation • Workbook • Test • Teacher Observation • Workbook • Student Created Chart 	<p>6.2-D1</p> <p>6.6-A1,3</p> <p>6.2-B4</p>

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<p><u>UNIT 2</u> <u>CHAPTER 4</u></p> <p>U.S. HISTORY</p> <hr/> <p>U.S. HISTORY</p> <p>U.S. HISTORY</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify factors that make a community unique. • identify the heroic qualities of Davy Crockett. • identify the contributions of Martin Luther King and define the Civil Rights Movement. 	<ul style="list-style-type: none"> • Make a two column chart; label historical celebrations and non-historical celebrations. Have students classify and write each celebration that is discussed in the text. • Compare Franklinville to another town. • After reading and researching Davy Crockett, have the students make a Wanted Poster including a picture and detailed description of Davy Crockett. • Trace students hands on white, tan, and brown paper. Have each student write what freedom means to them. • Have students create a "thought bubble", have students write "I Have a Dream..." • Create a hall or bulletin board display, using a silhouette of Martin Luther King. 	<ul style="list-style-type: none"> • Text p. 114-117 • WB p. 26 • Paper/Pencil • Text p. 118-119 • Website #1 • Website # 10 - Davy Crockett • Leveled books • Text p. 121 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Student Created Chart • Teacher Observation • Student Created Poster • Teacher Observation • Test • Student Created Work 	<p>6.4-A4</p> <p>6.4-B5</p> <p>6.2-B3 6.4-B4</p>

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<u>UNIT 2</u> <u>CHAPTER 4</u>	Students will be able to:				
U.S. HISTORY	<ul style="list-style-type: none"> • recognize Veteran's Day and Memorial Day and to honor people who have served their country. 	<ul style="list-style-type: none"> • Write letters to soldiers or a veteran thanking them for helping to preserve our freedom and mail. 	<ul style="list-style-type: none"> • Text p. 120-121 • Website #1 - This Day In History, Social Studies Library 	<ul style="list-style-type: none"> • Student Created Letters • Test 	6.4-B8
U.S. HISTORY	<ul style="list-style-type: none"> • recognize how Thanksgiving began. 	<ul style="list-style-type: none"> • Have students research the Pilgrims' feast in 1621. Then ask them to compare that feast to one they have attended. 	<ul style="list-style-type: none"> • Text p. 122-125 • Wb p. 27 	<ul style="list-style-type: none"> • Workbook • Student Comparison • Discussion • Test 	6.4-B8
<u>UNIT 3</u> <u>CHAPTER 5</u>					
GEOGRAPHY	<ul style="list-style-type: none"> • describe the physical environment including climate, land forms, and natural resources. 	<ul style="list-style-type: none"> • Assign each of 4 groups to research a region; including the environment and animals that live there. Each group should explain how the physical environment supports it. • Have students choose one of the regions and make a diorama depicting the physical environment; include plants and animals. • Make a concept map explaining climate. • Make a riddle describing a climate. Have a classmate guess the region. • Discuss New Jersey's natural resources and landforms. 	<ul style="list-style-type: none"> • Text p. 142-155 • WB p. 32 & 33 • Transparency #23 • Maps • Landform Pictures • Website #1 - Social Studies Library • Internet • Encyclopedia • Animal Books • Map Resources - CD Rom • Old 4th Grade Text Pages 	<ul style="list-style-type: none"> • Workbook • Group Presentation • Student Created Diagram, Concept Map, or Riddle • Test 	6.6-B1 6.6-E1

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<p>UNIT 3 CHAPTER 5</p> <p>GEOGRAPHY</p> <hr/> <p>GEOGRAPHY</p> <p>GEOGRAPHY</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • interpret line graph. • describe ways that people can conserve resources. • compare how people in different places modify their environment, including the Gold Rush. 	<ul style="list-style-type: none"> • Have students write 2 questions w/answers based on the information in the line graph. Divide the class into 2 teams. Have students take turns asking each other questions. • Make a poster that shows the recycling process. Have them do research to find out what is made of the materials. • Have students each create a frame using pictures/graphics and words to inform people about the Gold Rush. Assemble into a power point presentation. 	<ul style="list-style-type: none"> • Text p. 158-159 • WB p. 34 • Paper • Text p. 160-167 • WB p. 35-36 • Discovery Channel Video • Invention: Recycling • Cal. Gold Rush site • Website #12 • Computers • Powerpoint Program • Encyclopedia • Books 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Student discussion • Test • Teacher Observation • Workbook • Student Created Poster • Test • Teacher Observation • Student Created Frame • Test 	<p>6.1-A3</p> <p>6.6-E2</p> <p>6.6-C1, E1</p>

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<p>UNIT 3 CHAPTER 6</p> <p>U.S. HISTORY/ GEOGRAPHY</p> <p>U.S. HISTORY</p> <p>CIVICS</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explore transportation over time including how Indianapolis was formed. • identify the Underground Railroad and Harriet Tubman. • describe how fictional characters model quantities of good citizenship and leaders, including aspects of different cultures. 	<ul style="list-style-type: none"> • Have students create a class 6 ft. timeline using banner paper. Label with years. Have students draw and label different forms of transportation and places in the appropriate time. • Have students read and research the Underground Railroad and/or Harriet Tubman. Have them write the information they learned on a bulletin board display that has a large train outline and places in the "cars" for facts. • After reading several folk tales and pointing out the characteristics of this genre of literature. Have each student use the 5 step writing process to write their own folk tale. Remind them to select a hero, deeds that model good citizenship, and tells a positive message. 	<ul style="list-style-type: none"> • Text p. 186-187 • Banner paper • Art supplies • Encyclopedia • Internet • Text p. 189-191 • Leveled books (3) • Website #1 - Harriet Tubman • Website #14 • Bulletin Board Display • Markers • Text p. 194-195 • Various Folk Tales • Journal 	<ul style="list-style-type: none"> • Teacher Observation • Student Created Vehicles • Teacher Observation • Test • Student Created "Car of Facts" • Student Created Folk Tale • Rubric 	<p>6.6-D1</p> <p>6.4-B5</p> <p>6.2-B1</p>

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UNIT 4 CHAPTER 7	Students will be able to:				
U.S. HISTORY	<ul style="list-style-type: none"> • describe the exploration of the Americas: • Christopher Columbus <ul style="list-style-type: none"> – Hernando de Soto – Juan Ponce de Leon – Jacques Cartier – Samuel de Champion 	<ul style="list-style-type: none"> • Students use five different colors of markers or crayon. Draw the exploration route of each explorer. Create a map key to accompany the completed map. • After reading Chapter 6, have students create a timeline of settlers that arrived in N.J. 	<ul style="list-style-type: none"> • Text p. 200-211 • Wb pg. 45-46 • Website #1 -Social Studies Library • Student Copies of World Map • New Jersey Yesterday and Today p. 102-113 	<ul style="list-style-type: none"> • Workbook • Test • Student Created Map/Key 	6.4-B6
GEOGRAPHY	<ul style="list-style-type: none"> • explain how the environment influenced the way the Native Americans lived. 	<ul style="list-style-type: none"> • Compare how housing, clothing, and lifestyles of different tribes differed by location. 	<ul style="list-style-type: none"> • Internet • Encyclopedia • Library books on Native Americans 	<ul style="list-style-type: none"> • Teacher Observation 	6.6-C1
N.J. HISTORY	<ul style="list-style-type: none"> • describe how the Lenape Indians lived in New Jersey. 	<ul style="list-style-type: none"> • Have the students write a question (and answer) that can be used to play a class game of Jeopardy. 	<ul style="list-style-type: none"> • New Jersey Yesterday and Today • Text p. 89-99 • Paper • Pencil 	<ul style="list-style-type: none"> • Review Text p. 100-101 • Teacher Observation/Game • Student Created Question 	6.4-B1

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<p>UNIT 4 CHAPTER 7</p> <p>GEOGRAPHY/ N.J. HISTORY</p> <p>U.S. HISTORY</p> <p>GEOGRAPHY</p> <p>WORLD HISTORY</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • obtain information about a community's history and geography using print and computer sources. • describe how Spanish explorers established Florida. • use symbols to locate places on a map. • describe how French explorers came to Canada. 	<ul style="list-style-type: none"> • Have students select a city or community in New Jersey. Have them use 3 forms of reference or more to prepare a paragraph about where the community's located and it's history. • Have students role play the first meeting between the Spanish and the Native Americans in Florida. • Have students draw a locator map that shows the location of their state on an outline of the U.S. • Have students write or draw on an index card one item that represents Quebec City's past or present. Collect cards, shuffle. Have class catagorize whether card is "past" or "present". 	<ul style="list-style-type: none"> • Text p . 212-213 • WB p. 47 • Website #1 - Atlas • Text p. 214-221 • WB p . 48 • Text p. 222-223 • WB p. 49 • Website #1 • Student Copy Map of U.S. • Text pg. 224-227 • WB p. 50 • Index Cards 	<ul style="list-style-type: none"> • Workbook • Student Created Paragraph • Test • Teacher Observation • Workbook • Test • Teacher Created Map • Workbook • Teacher Observation • Workbook 	<p>6.4-A4 6.6-B3</p> <p>6.4-A3</p> <p>6.6-A4</p> <p>6.3</p>

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<p><u>UNIT 4</u> <u>CHAPTER 7</u></p> <p>U.S. HISTORY</p> <p>U.S. HISTORY</p> <p>U.S. HISTORY</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • describe how individuals contributed to the expansion or creation of communities. • describe how English explorers came to Virginia. • describe how Pocahontas changed a community. 	<ul style="list-style-type: none"> • Divide class into 3 groups. Assign each group one of the leveled books. After reading create a group including students that read each book. Creating a jigsaw sharing of the material. • Have students create a web including Jamestown in the center and trail about it on each "leg". • After reading on of the leveled books on Pocahontas, students will create a "movie" of her life. Use graphic organizer of movie frames. 	<ul style="list-style-type: none"> • Text p. 228-229 • Leveled books (3) • Text p. 230-235 • WB p. 51 • Paper • Pencil • Text p. 236-237 • Leveled books (3) • Website #1 • Meet the People • Movie Graphic Organizer 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Workbook • Student Created Web • Teacher Observation • Student Created "Movie" 	<p>6.4-A4</p> <p>6.4-A5</p> <p>6.4-B6</p>

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<p>UNIT 4 <u>CHAPTER 8</u></p> <p>WORLD HISTORY/ U.S. HISTORY</p> <hr/> <p>GEOGRAPHY</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • compare the ways people meet their needs for transportation, including Thomas Jefferson, Meruether Lewis, William Clark, Sacagawea, Gottlieb Daimes, Karl Benz, Henry Ford, Wright Brothers, Transcontinental Railroad • interpret time lines. 	<ul style="list-style-type: none"> • Have students create a 3 column chart with the headings First European Settlers, Settlers Moving West, and Today. Then have them list the forms of transportation used in each category. • Create a Concentration Game using the people and their contribution on separate cards. Have the students match the person to their accomplishment. • Have students create a time line of their own lives. 	<ul style="list-style-type: none"> • Text p. 242 • WB p. 54 • Index cards • Text p. 248-249 • WB p. 55 	<ul style="list-style-type: none"> • Teacher Observation • Student Created Chart • Workbook • Test • Teacher Observation • Teacher Observation • Workbook • Student created timeline • Test 	<p>6.3 6.4-B6</p> <p>6.1-A5</p>

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<p>UNIT 4 CHAPTER 8</p> <p>U.S. HISTORY</p> <p>U.S. HISTORY</p> <p>CIVICS</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • compare the ways people meet their needs for communications including: Ben Franklin, Samuel Morse, Alexander Graham Bell, Pony Express • identify the impact of new technology around the world; including farm equipment. • identify new medicines and ways to improve health of people around the world. 	<ul style="list-style-type: none"> • Have students imagine they are a telegraph message. Have them write a message in Morse Code. Have them exchange messages and translate it. • Have students choose one kind of communication from the chapter and write why it was important in communities both in the past and today. • Have the students create an advertisement for one of the inventors. • Research the life and contributions of an inventor. • Ask students to write a news announcement about a medical breakthrough. • Have the students create a stamp to honor an inventor in the medical field. 	<ul style="list-style-type: none"> • Text p. 250 • WB p. 56 • Website #1 - Social Studies Library, This Day in History, Pony Express • Text p. 258-265 • WB p. 57-58 • Website #1 - Social Studies Library, This Day in History • Text p. 226-269 • WB p. 59 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Student Created Message • Journal Writing • Test • Teacher Observation • Workbook • Student Created Ad Test • Student Created Stamp • Student Created Announcement • Workbook • Test 	<p>6.4-B5</p> <p>6.4-B5</p> <p>6.2-E6</p>

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UNIT 4 <u>CHAPTER 8</u> CIVICS	Students will be able to: <ul style="list-style-type: none"> • identify people such as Helen Keller who exemplified good citizenship. 	<ul style="list-style-type: none"> • Have the student hole punch cut outs to spell their names. 	<ul style="list-style-type: none"> • Hole Punch Cut Outs • Paper • Glue • Text p. 272-273 • Leveled Books • Braille Cards or Books • Website #1 - Meet the People 	<ul style="list-style-type: none"> • Teacher Observation 	6.2-E11
UNIT 5 <u>CHAPTER 9</u> ECONOMICS	<ul style="list-style-type: none"> • identify ways of learning, spending, and saving money. 	<ul style="list-style-type: none"> • Have students make a concept map summarizing the way they have earned, spent, and saved money. 	<ul style="list-style-type: none"> • Text p. 29-295 • WB p. 63-65 • Banking Kit Teacher & Student • Paper & Pencil 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Test • Student Completed Banking Kit • Student Created Concept Map 	6.5-A8
ECONOMICS	<ul style="list-style-type: none"> • analyze a simple budget which includes spending and saving. 	<ul style="list-style-type: none"> • Create a budget and plan for a classroom celebration. 	<ul style="list-style-type: none"> • Overhead Transparency 	<ul style="list-style-type: none"> • Teacher Observation 	6.5-A7,8

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
UNIT 5 CHAPTER 9	Students will be able to:				
ECONOMICS	<ul style="list-style-type: none"> • explain the difference between needs and wants. 	<ul style="list-style-type: none"> • Create a skit showing several different scenarios of needs and wants. 		<ul style="list-style-type: none"> • Teacher Observation 	6.5-A2
ECONOMICS	<ul style="list-style-type: none"> • identify an example of economic choices about goods and services. 	<ul style="list-style-type: none"> • Students will create an advertisement for an item or a service. 	<ul style="list-style-type: none"> • Text p. 300-305 • WB p. 67-68 • Poster Board • Art Supplies 	<ul style="list-style-type: none"> • Workbook • Test • Rubric • Student Created Ad 	6.5-A1,2
ECONOMICS	<ul style="list-style-type: none"> • explain supply and demand. 	<ul style="list-style-type: none"> • Have students make a class picture book. Have a student draw a picture and write a caption of each economic principle of business. 	<ul style="list-style-type: none"> • Text p. 306-311 • Website #1 - Social Studies Library 	<ul style="list-style-type: none"> • Workbook • Test • Student Created Picture 	6.5-A5
ECONOMICS	<ul style="list-style-type: none"> • explain how production affects profits. 	<ul style="list-style-type: none"> • Create a cause and effects graphic depicting several different situations that might happen in a restaurant. 	<ul style="list-style-type: none"> • Text p. 318-323 • WB p. 72 • Overhead Transparency 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Discussion 	6.5-A5
ECONOMICS	<ul style="list-style-type: none"> • explain why people make choices about resources, including scarcity. 	<ul style="list-style-type: none"> • Have students create a web showing the interdependence of people in their community. 	<ul style="list-style-type: none"> • Text p. 328-333 • WB p. 74 	<ul style="list-style-type: none"> • Student Created Web • Workbook • Test 	6.5-A4

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<p>UNIT 5 CHAPTER 10</p> <p>ECONOMICS</p> <p>ECONOMICS</p> <p>ECONOMICS</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explain the concept of free market and how people benefit through voluntary trade with each other. • define terms: trade, import and export. • compare how goods are shipped and how scarcity imparts interdependence between countries. 	<ul style="list-style-type: none"> • Have students make a T-chart labeling on side trading and the other purchased. Have them brainstorm goods and services that would be placed in each column. • Have the students make a visual on graphic organizer showing these concepts. • Have a five minute classroom “hunt” in which the students find two items that were made in another country. Share the manufacturing points and use post-it notes to depict locations on classroom maps. 	<ul style="list-style-type: none"> • Text p. 334-339 • WB p. 75 • T-chart • Website #1 - Social Studies Library • Paper/Pencil • Text p. 340-341 • Website #1 - Atlas • Student Atlas • Class Map or Atlas 	<ul style="list-style-type: none"> • Workbook • Student Created Chart • Test • Student Created Graphic • Test • Teacher Observation • Test 	<p>6.5-A3</p> <p>6.6-B2</p> <p>6.5-A6</p>

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<p>UNIT 6 CHAPTER 11</p> <p>CIVICS</p> <p>U.S. HISTORY</p> <p>SOCIAL STUDIES SKILLS</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • define terms: republic and direct democracy. • identify who William Bradford was and how he changed history. • identify different points of view. 	<ul style="list-style-type: none"> • Have students create a flowchart showing how the government works either as a direct democracy or a republic. Have them share their chart with the class. • Have students create a journal entry as if they were William Bradford, either during the journey or after arriving in the New World. • Choose an issue of interest to the students (such as school uniforms, bike helmets, or car seat laws). Have the students interview 5 people on their point of view on the issue. Have the students record quotation from the interview on large pieces of paper. Display in class. Then have a class discussion on the various points of view and reasons for different opinions. 	<ul style="list-style-type: none"> • Paper/Pencil • Text p. 364-365 • Website #1 - Meet the People • Journals • Text p. 362-363 • WB p. 81 • Large Paper 	<ul style="list-style-type: none"> • Teacher Observation/ Discussion • Student Created Flowchart • Teacher Observation • Test • Student Created Journal Page • Teacher Observation • Student Interview/ Presentation 	<p>6.2-C1,2</p> <p>6.4-B5</p> <p>6.1-A5</p>

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<p><u>UNIT 6</u> <u>CHAPTER 11</u></p> <p>CIVICS</p> <p>CIVICS</p> <p>WORLD & U.S. HISTORY</p> <p>U.S. HISTORY</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explain the importance of the Declaration of Independence and the U.S. Constitution. • identify the rights guaranteed in the Bill of Rights. • be able to explain the concept of justice and equality. • compare Ancient Rome and Washington, D.C., including architecture. • to identify the historical contributions of Abraham Lincoln. 	<ul style="list-style-type: none"> • Divide the class into 2 groups. One group will make a poster featuring the Preamble of the Constitution and its 6 purposes and the other group will illustrate the right protected under the Bill of Rights. The groups summarize each amendment. • Have students search for newspaper articles or pictures illustrating equality and justice to create a class collage. • After exploring Rome and D.C., have students work in pairs to create a Venn Diagram comparing and contrasting the cities. • Have students write the letters L-I-N-C-O-L-N vertically on a sheet of paper. Then, for each letter, have them write a word or words describing Lincoln and/or his accomplishments. Share with the class. 	<ul style="list-style-type: none"> • Text p. 366-371 • WB p. 82 • Poster Board • Markers or Crayons • Text p. 370-371 • Website #1 - Social Studies Library • Text p. 372-373 • Website #1 - Washington, D.C., Rome • Leveled Books • Video Field Trip • Text p. 374-375 • WB p. 83 • Books • Encyclopedias • Internet 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Group Created Poster • Test • Student Created Collage • Rubric • Test • Teacher Observation • Student Created Venn Test • Teacher Observation • Student Created Lists • Workbook • Test 	<p>6.2-B1,3</p> <p>6.2-A1</p> <p>6.3 6.4-A4</p> <p>6.4-B1</p>

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<p>UNIT 6 <u>CHAPTER 11</u></p> <p>CIVICS</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify characteristics of good citizenship, including civic responsibilities of obeying laws and voting. 	<ul style="list-style-type: none"> Using student copies of the transparency, list responsibilities people have within the state of N.J. 	<ul style="list-style-type: none"> Text p. 376-379 WB p. 84 Transparency #8 Ballots 	<ul style="list-style-type: none"> Teacher Observation Workbook Student Created List Test 	<p>6.2-A1, D1,2</p>
<p>CIVICS</p>	<ul style="list-style-type: none"> define the term: responsibility. 	<ul style="list-style-type: none"> Have an election for class president including nomination, speeches, and voting. Students create a responsibility chain. As they read, they record each duty of citizenship in linking ovals. They may then add additional completed ovals to extend the activity. 	<ul style="list-style-type: none"> Website #1 - Social Studies Library 	<ul style="list-style-type: none"> Teacher Observation Student Created Chain 	<p>6.2-D1</p>
<p>UNIT 6 <u>CHAPTER 12</u></p> <p>CIVICS</p>	<ul style="list-style-type: none"> identify services provided by local government. 	<ul style="list-style-type: none"> Have students research and report what information is available about their community on local, area, or state websites. 	<ul style="list-style-type: none"> Text p. 384-387 WB p. 87 Franklin Twp. Website Telephone Book Twp. Calendars and/or Brochures 	<ul style="list-style-type: none"> Teacher Observation Student Created Reports Test 	<p>6.2-B3, C4</p>

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<p>UNIT 6 CHAPTER 12</p> <p>U.S. HISTORY</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify groups and individuals that help change and improve communities, including The Red Cross. 	<ul style="list-style-type: none"> Have students design and write a proclamation honoring a group or individual's contribution to our community or country. 	<ul style="list-style-type: none"> Text p. 398-403 WB p. 90 County Website Twp. Website Paper Website #1 - Meet the People, Emily Bissell 	<ul style="list-style-type: none"> Student Created Proclamation Workbook Teacher Observation Student Created Letter Test 	<p>6.4-A6</p>
		<p><u>KEY TO WEBSITES:</u></p> <p>Website #1 - www.sfsocialstudies.com Website #2 - www.denver.org Website #3 - www.scottforesman.com Website #4 - www.town.bridgewater.va.us Website #5 - http://tigger.vic.edu Website #6 - www.northbysouth.org Website #7 - www.vic.edu Website #8 - www.historychannel.com Website #9 - www.officialkwanzawebsite.org Website #10 - www.thealamo.org Website #11 - www.tshautexas.edu Website #12 - www.sfmuseum.org Website #13 - www.ci.seattle.wa.us Website #14 - www.pbs.org</p>			