

<b>Suggested Time Line</b> How much time will be spent on this learning	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
<u>Unit 1...</u> What is a Community  3-4 weeks	What is a community? What kind of things do you need to live? Why is the past important?	6.6 A 1, 2,3, 4,,5 ,6 6.6 C	Use of a map to locate city, country, continent and oceans. Evaluate and analyze functions of government positions. Understand responsibilities of citizen. Understand that culture create a community.	-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions	-Web Quests -Interactive student mapping on laptops - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions	-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Fill out a map of the area -Complete workbook exercises
<u>Unit 2-</u> Where people Start communities  3-4 weeks	What makes places different from others? What makes people build a community near physical features and resources? Why would location be important in choosing the	6.6 A 1, 2,3,4, 5, 6, 6.6 b- 1, 2,3,4 6.6 c	Describe and analyze physical features, landforms and water bodies. Explain and analyze growth of a community. Describe how people build the community. Understand	-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions	-Web Quests -Interactive student mapping on laptops - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities -Group classroom	-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Fill out a map of the area -Complete workbook exercises -Paired and shared reading -Guided reading

	location of a capital city?		intermediate directions to locate places. Explain how valuable resources form a community economy.		projects -Teacher made review questions	-Primary and secondary sources -Graphic organizers
<u>Unit 3</u> Communities grow and change  3-4 weeks	How has your community changed? What are the reasons your community has changed? What problems do cities face today? In what ways have inventions changed our lives? What are ways in finding out community's history?	6.1 A-2 6.2 A-3 6.4 B 1	Analyze and compare changes in a community. Explain and describe location of native American communities. Describe ways people solve conflicts in the communities. Historically, discuss government and changes that have occurred.	-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions	-Web Quests -Interactive student mapping on laptops - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions	-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Fill out a map of the area -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers
<u>Unit 4</u> People working together  3-4 weeks	How do you work with others in your community, school and home? What makes a person decide to buy one product	6.4 A 1,2,3, 6.4 B 5 6.5 A , 2,3,4, 5,,6,7, 8 6.5 B 1.2 6.6 D 1, 2	Describe and analyze Amish community. Describe resources to make products and steps in creating the	-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary	-Web Quests -Interactive student mapping on laptops - Class discussions -Independent student reading and writing assignments	-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension

	<p>or service? How does a map grid locate areas?</p>		<p>product. Explain supply and demand for a product. Compare and explain bartering. Analyze and evaluate communication and the importance of it in communities.</p>	<p>-Projects -Comprehension questions</p>	<p>-Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions</p>	<p>questions -Fill out a map of the area -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers</p>
<p><u>Unit 5</u> Living together in a community, State and nation  3-4 weeks</p>	<p>What can you do to help solve problems in your community? What rules and laws help people to resolve conflicts? How does the state and national government help your community In what ways can you be a citizen? What are patriotic symbols?</p>	<p>6.1 A-2 6.2 A-1,2,3,4,5 6.2 B-1,2,3,4 6.2 C-1, 2, 3,4 6.4 B 2,3,4</p>	<p>Explain and compare roles of leaders. Identify the election process. Recognize history and the creation rules in government. Discuss and explain governments and its duty to our nation. Recognize and discuss patriotic symbols.</p>	<p>-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions</p>	<p>-Web Quests -Interactive student mapping on laptops - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions</p>	<p>-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Fill out a map of the area -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers</p>

<p><u>Unit 6</u> The many people of a community</p> <p>3-4 weeks</p>	<p>What parts of the world do people come from in your community? What cultural traditions are in your community? What literary influences are in your community?</p>	<p>6.1 A-4 6.2 E-1,6,7,8,9 6.2 D-2,3 6.4 A 5, 6,8</p>	<p>Compare and contrasts neighborhoods in a city. Identify cultures in a city and the traditions that they bring to a community. Sequence events. Discuss immigration and what it has contribute to the US.</p>	<p>-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions</p>	<p>-Web Quests -Interactive student mapping on laptops - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions</p>	<p>-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Fill out a map of the area -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers</p>
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**Third Grade**

