

[3rd Grade Social Studies Curriculum](#)

3 rd Grade Social Studies Curriculum	
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3 rd Grade Social Studies Curriculum Matrix		
(Note: Curriculum Matrix based on 180 instructional days; instructional days include assessments.)		
	Units	Instructional Days
Early September	Unit 1: NJDOE Holocaust Commision 9/11 Approved Activities	3 Instructional Days
September/November	Unit 2: Geography	20 Instructional Days
December/January/February	Unit 3: Native Americans	27 Instructional Days
March	Unit 4: Holocaust	7 Instructional Days
April/May/June	Unit 5: Citizenship and Government	27 Instructional Days

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Philosophy
<p>The Florham Park School District's social studies curriculum encourages the students to learn civic principles to become active members of the global community. For a productive and satisfying life, students must have meaningful engagement in the complex world around us. Social Studies allows students to explore and analyze people in connection to their past, their environment, and their societies.</p> <p>Through the New Jersey Core Curriculum Content Standards, the students will investigate the past and make connections to current events. Technology can enhance critical thinking, geography skills, effective communication, and historical understanding. Collaborative, student-centered lessons will promote effective social interactions and problem solving skills.</p> <p>Exposure to the diverse cultures in the world helps to promote empathy, self-reflection, and active global citizens. "Students must feel empowered to make informed and reasoned decisions through their knowledge and understanding of the diverse and dynamic nature of society and the interaction among cultures, societies, governments and environments."</p> <p>Florham Park's Holocaust and Amistad lessons and connection to the Social Studies Curriculum</p> <p>Florham Park has infused Holocaust and Amistad commission lessons throughout the curriculum. The curriculum infuses interactive read alouds throughout the school year. The purpose of the Amistad commission mandate is to infuse the history of Africans and African-Americans into the social studies curriculum in order to provide an accurate, complete and inclusive history. Teachers will be provided books from the Amistad Commission recommended book list with questions to go along with the interactive read aloud books.</p> <p>Adapted from "ISB Social Studies Philosophy Statement" <i>International School of Beijing</i>. All Rights Reserved. © 2011. Web. 21 June 2011.</p>

3rd Grade's Geographic Goals

Location	<ul style="list-style-type: none"> • Use distance, intermediate directions, scale and map symbols on a map • Use map grids, lines of latitude and longitude, the equator, Prime Meridian and hemispheres to locate and compare specific cities in the world • Use political, physical, climate, product and road maps to compare various locations on earth
Place	<ul style="list-style-type: none"> • Compare rural and urban environments on various continents
Relationship within places	<ul style="list-style-type: none"> • Compare and contrast case studies of cities on various continents
Movement	<ul style="list-style-type: none"> • Describe how the need for global interdependence has been created by transportation and communication technologies
Regions	<ul style="list-style-type: none"> • Compare problems and solutions different cities encountered in their growth from past to present

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Unit 1: NJDOE Holocaust Commision 9/11 Approved Activities	Grade: 3rd
Unit Overview: This unit reviews the importance of standing up and making a difference. Students will see through interactive read alouds important people who stood up for others.	
NJ Student Learning Standards: By the end of grade 5: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities 6.1.4.A.1 - Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. 6.1.4.A.2 - Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy. 6.1.12.D.11.d - Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. Companion Standards: Key Ideas and Details NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. Reading History and Social Studies: 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. SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. 21st-Century Life & Career Skills Career Ready Practices Act as a responsible and contributing community member and employee. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them	

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Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

Standard 8 Computer Science

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Standard 9 Career Readiness, Life Literacy, and Key Skills

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

New Jersey Amistad Commission: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Primary interdisciplinary connections: Language Arts, 21st Century Life and Careers, Science, and Technology

Suggested Activities:

Math: Graphs comparing populations, Compare latitude and longitude lines to a line graph

Science: Environmental Changes, study agriculture

Unit Enduring Understandings		Essential Questions	
<ul style="list-style-type: none">● Students will be able to identify and explain the roles of individuals in a threatening situation.● Students will be able to discuss what the individual should do in the threatening situation to help others.● Students will be able to demonstrate an understanding that everyone has the potential to be a hero● Students will be able to understand that greatness isn't only for famous people or famous deeds● Students will be able to explain the value of providing service.		<ul style="list-style-type: none">● How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?● How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?	
Unit Teaching Points:			
Concepts <i>What will students know...</i>		Skills/Performance Expectations <i>What will students be able to do...</i>	
<ul style="list-style-type: none">● Students will be able to understand difficult situations and the power of the individual to		Lesson 1: (Mini Lesson/Synchronous) Teaching Point: “Today I want to teach you that difficult situations arise in	

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<p>make a difference ; use the story <i>The Terrible Things</i> by Eve Bunting to teach courage and acceptance.</p>	<p>our lives. I want you to remember how important you are and that you can make a difference. It is important to stand up for what you believe in even though it may not always be easy. Today we are going to read a book titled, “<i>The Terrible Things</i>. In this book we will learn that if we don’t have courage and stand up for what we believe in, bad things can happen. You should never look the other way, have the courage to do the right thing.”</p> <ul style="list-style-type: none"> Read Aloud: <i>The Terrible Things</i> by Eve Bunting - (you may use the YouTube Read Aloud by clicking here: The Terrible Things Read Aloud) <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> Writing Response: What does having courage mean to you? When was a time when you had courage? Seesaw Activity: You may set this up as a journal response on Seesaw - students can write or record themselves responding to the question. They can also make an illustration to go with it. Printable Activity: What does being courageous mean to you? Complete -Courageous Character Trait Chart 	
<ul style="list-style-type: none"> Students will be able to read the story, <i>Fireboat about the John J. Harvey</i>, the boat’s history, and the heroism of it’s crew and actions; and ask--what is a hero? Students will be able to learn about the initiative, developing appropriate service ideas, and follow through on one or more activities. 	<p>Lesson 2: (Mini Lesson/Synchronous)</p> <p>Teaching Point: “Today I want to teach you that a hero is a person who shows great courage and is admired by others. Today we are going to read a book called, <i>Fireboat</i>. This book is about the real-life story of the John J. Harvey boat, which was launched in 1931. After many years of service fighting fires along the Hudson River in New York City, the boat was finally retired. In 1995, several New Yorkers bought and restored the old fire boat. This book tells the story of how, and why, the Harvey was called into service again on September 11, 2001. We will learn about the heroes of it’s crew and how their actions made them heroes.”</p> <ul style="list-style-type: none"> Read Aloud: <i>Fireboat, The Heroic Adventures of the John J. Harvey</i> by Maria Kalman or use Youtube video read aloud: The Fireboat Read Aloud <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> Seesaw Activity: My Views on a Hero Seesaw Activity: Who do you know that is a hero? Printable Activity: Who Is Your Hero? - Writing Prompt 	

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Heritage Celebrated Month Guide (Cover in all curricular areas)	<p>National Hispanic-Latino Heritage Month: Celebrated Sept 15-October 15</p> <p>Students will:</p> <ul style="list-style-type: none"> • Research traditions, music and history that makes that contributes Hispanic culture • Use read alouds to teach children to identify with the world around them, to appreciate and value the differences and similarities of other people to themselves. <p>Picture Book Options:</p> <ul style="list-style-type: none"> • <i>Hello Amigos!</i> Tricia Brown: Black and white photographs and narration by a Mexican American child, describe a day in his life, going to school and celebrating his birthday, living with his family in the Mission District of San Francisco. • <i>Hector Lives in the United States Now: the Story of a Mexican American Child</i> by Joan Hewett: Black and white photographs illustrate the day-to-day happenings and milestones in the life of a young Mexican boy whose family seeks amnesty in the United States under the Immigration Reform and Control Act. <p>Read Aloud Fiction Stories:</p> <ul style="list-style-type: none"> • <i>La Causa: The Migrant Farmworkers' Story</i> by Richard Larios and Dana Catherine de Ruiz: Describes the efforts of Cesar Chavez and Dolores Huerta to organize migrant workers during the 1960's in California into a union which became the United Farm Workers. • <i>Quinceañera: A Latina's Journey to Womanhood</i> by Mary Lankerford: Photographs and narration describe the preparation and ceremony of a young girl's 	<p>Lesson 3: (Mini Lesson/Synchronous)</p> <p>Teaching Point: "Today I want to teach you that this month we are celebrating National Hispanic-Latino Heritage Month. During this time we will read books, research traditions, music and history that have made many contributions to Hispanic culture."</p> <ul style="list-style-type: none"> • Hispanic Heritage Month Poster <p>"Today we are going to read a book called <i>Hello Amigos!</i> By Tricia Brown. In this book we will learn about the life of a Mexican American child. We will see a day in his life, where he goes to school, his birthday celebration, and the family he lives with in San Francisco, CA."</p> <ul style="list-style-type: none"> • Read Aloud: <i>Hello Amigos!</i> By Tricia Brown <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Seesaw Activity: My Own Heritage • Writing Response or Seesaw Journal Response: What are three things in the child's life that are similar to your life. List them and explain. • If using Seesaw, students can type or record their response. They can also illustrate their response. <p>Lesson #4 : (Mini Lesson/Synchronous)</p> <p>Teaching Point: "Today I want to remind you that this month we are celebrating National Hispanic-Latino Heritage Month. During this time we will continue to read books, research traditions, music and history that have made many contributions to Hispanic culture. Today we are going to be reading the book, <i>Hector Lives in the United States Now: the Story of a Mexican American Child</i> by Joan Hewett. This book is full of black and white photographs that illustrate the day-to-day happenings and milestones in the life of a young Mexican boy whose family now lives in the United States."</p> <ul style="list-style-type: none"> • Read Aloud: <i>Hector Lives in the United States Now: the Story of a Mexican American Child</i> by Joan Hewett <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Writing Response or Seesaw Journal Response: What
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	<p>quinceañera, a rite of passage at age fifteen for Latinas, celebrating their journey from childhood to womanhood.</p>	<p>are three things in Hector's life that are similar to your life. List them and explain.</p> <ul style="list-style-type: none"> • If using Seesaw, students can type or record their response. They can also illustrate their response. <p>Lesson #5: (Mini Lesson/Synchronous) Teaching Point: "Today I want to remind you that this month we are celebrating National Hispanic-Latino Heritage Month. During this time we will continue to read books, research traditions, music and history that have made many contributions to Hispanic culture. Today we are going to be reading the book, <i>La Causa: The Migrant Farmworkers' Story</i> by Richard Larios and Dana Catherine de Ruiz. This book describes the efforts of Cesar Chavez and Dolores Huerta to organize migrant workers during the 1960's in California into a union (or group of people who work together) which became the United Farm Workers.."</p> <ul style="list-style-type: none"> • Read Aloud: <i>La Causa: The Migrant Farmworkers' Story</i> by Richard Larios and Dana Catherine de Ruiz <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Writing Response or Seesaw Journal Response: What did you learn from reading this book.? • If using Seesaw, students can type or record their response. They can also illustrate their response.
Evidence of Learning (Assessments)		Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Exit Tickets • Notebook Checks • Conferences • Drafts <p>Summative Assessments:</p>		<p>Special Education:</p> <ul style="list-style-type: none"> • <u>Curricular Modifications and Guidance for Students Educated in Special Class Settings</u> • <u>Subgroup Accommodations and Modifications</u> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> <p>Differentiation:</p>

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<ul style="list-style-type: none"> • Unit Projects • Written Analysis • Summative tests • SAC (Structured Academic Controversy) • Demonstrations • Portfolio 	<ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i>
<p>Benchmark Assessments:</p>	<p>English Language Learners:</p>
<ul style="list-style-type: none"> • Initial Benchmark: 3rd Week of September • Mid-year Benchmark: 4th Week of January • End of year Benchmark: Last week in May 	<ul style="list-style-type: none"> • <u>Subgroup Accommodations and Modifications</u> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u>
<p>Alternative Assessments:</p>	<p>Students at Risk for Failure:</p>
<ul style="list-style-type: none"> • Choice Projects • Portfolios • Arguments Writing Assignments • Notebook assessments • Oral Presentations • Socratic Seminars • Primary Source Analysis • <u>Social Studies Instructional Strategies</u> 	<ul style="list-style-type: none"> • <u>Subgroup Accommodations and Modifications</u> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners}</u>
	<p>Gifted and Talented</p>
<p>Core Instructional and Supplemental Materials</p>	<ul style="list-style-type: none"> • <u>Subgroup Accommodations and Modifications</u> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u>
	<p>Students with 504 Plans</p>
	<ul style="list-style-type: none"> • <u>Subgroup Accommodations and Modification</u> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u>
	<p>Core Instructional, Supplemental, Instructional,</p>

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Professional Resources:	and Intervention Resources
<div data-bbox="254 289 970 354">Core Professional Resources:</div> <ul style="list-style-type: none"> • Holocaust 911 Curriculum • September 11 • Liberty Science Center • Kidsbridge Tolerance Museum • The National September 11 Memorial and Museum • Amistad 3-5 Lesson Plans • The Amistad Commission's Literacy Components for Primary Grades • Amistad Curriculum (K-12) <div data-bbox="254 592 970 657">Supplemental Professional Resources:</div> <ul style="list-style-type: none"> • Stanford History Education Group • iCivics • Teaching Tolerance • Facing History and Ourselves • Go to Hugs Across America 	<div data-bbox="1003 289 1696 354">Core Instructional Resources:</div> <ul style="list-style-type: none"> • <i>The Terrible Things</i> by Eve Bunting (Level N) • <i>Fireboat: The Heroic Adventures of John J. Harey</i> (Level O) • <i>Spoken Arts</i> • <i>National Day of Service and Remembrance</i> • <i>9/11 Day</i> • <i>Service Opportunities</i> • Poem "For Our World" by Mattie Stepanek • <i>Nine, Ten: A September 11 Story</i> by Nora Raleigh Baskin (Level U) • <i>Seven and A Half Tons of Steel</i> by Janet Nolan (Level Q) • <i>America Is Under Attack</i> by Don Brown (Level U) • Any appropriate grade 3 book applicable to the unit chosen by the teacher <div data-bbox="1003 673 1696 738">Supplemental Resources:</div> <div data-bbox="1003 743 1696 950">Suggested Lessons for Differentiation with Small Groups:</div> <ul style="list-style-type: none"> • Newsela • Brainpop • <i>14 Cows for America</i> by Carmen Deedy (Level S) • <i>Fireboat: The Heroic Adventures of John J. Harvey</i> by Maria Kalman (Level M) • <i>What Were the Twin Towers?</i> By Jim O'Connor (Level S) <div data-bbox="1003 954 1696 1019">Intervention Resources:</div> <ul style="list-style-type: none"> • Graphic Organizers • Scaffolded Notes • Closed Notes • Shared Notes and slide presentations • Study guides • Newsela • Brain Pop JR. • Readworks • CNN10
Interdisciplinary Connections	Integration of Technology through NJSLs
	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration.

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<ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Understand what it means to “read close” in social studies, science, and foreign language. • Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. • Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. • Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. • Use Inspiration to create a double timeline looking at plot events and character motivation.
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Social Justice Literacy • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills • Creativity and Innovations • Critical Thinking and Problem Solving • Communication and Collaboration 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills • Information Literacy
Career Education	Global Perspective
<ul style="list-style-type: none"> • <u>New Jersey Educational Field Trip</u> • Washington DC Trip • History Based Field Trip • Oregon Trail Webquest • Flexibility and Adaptability • Initiative and Self-Direction • Social and Cross-Cultural Skills • Productivity and Accountability • Leadership and Responsibility 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women’s History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans’ Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

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Unit 2: Geography	Grade: 3rd
Unit Overview: This unit focuses on how geography affects your life in ways. (Jobs, activities, lifestyles, natural resources) Without realizing it, geography affects us on a daily basis. We need to learn how to take advantage and conserve the environment as much as possible.	
NJ Student Learning Standards:	
Companion Standards: Key Ideas and Details NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. Language Arts: <ul style="list-style-type: none"> • Design a book with illustrations of rivers, lakes and oceans and their written description on each page. • Plan a vacation and decide what activities can be done at either a lake, ocean or river. • Write directions from school to home. • Compose a plan to conserve natural resources. • Story maps and sequencing of suggested literature books. • Graphic organizers. Science: <ul style="list-style-type: none"> • Explore the animals that live in lakes, rivers and oceans. • Experiments about water, erosion and weather. • Draw and label an invention that can reduce pollution and write a description. Language Arts: <ul style="list-style-type: none"> • Compose a plan to conserve natural resources. • Story maps and sequencing of suggested literature books. • Graphic organizers. 21st-Century Life & Career Skills Career Ready Practices Act as a responsible and contributing community member and employee. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them	

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Model integrity, ethical leadership and effective management.

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Standard 8 Computer Science

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Standard 9 Career Readiness, Life Literacy, and Key Skills

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New Jersey Amistad Commission N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Primary interdisciplinary connections: Language Arts, 21st Century Life and Careers, Science, and Technology

Suggested Activities:

Math: Graphs comparing populations, Compare latitude and longitude lines to a line graph

Science: Environmental Changes, study agriculture

Social Studies Standards:

By the end of grade 5:

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

Core Idea	Performance Expectations
Geography, People, and the Environment: Human Population Patterns	
Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	<ul style="list-style-type: none"> 6.1.5.Geo PP1: 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.
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<ul style="list-style-type: none"> 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. 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.
The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.	<ul style="list-style-type: none"> 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

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Geography, People and the Environment: Spatial views of the World	
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<ul style="list-style-type: none"> 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.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. 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
Geography, People and the Environment: Human Environment Interaction	
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts	<ul style="list-style-type: none"> 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. 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.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
Geography, People, and the Environment: Global Interconnections	
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	<ul style="list-style-type: none"> 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
By the end of grade 5: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world	
Core Idea	Performance Expectations

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Civics, Government and Human Right: Participation and Deliberation		
Through participation in the decision-making process(e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	<ul style="list-style-type: none">6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state or national issue.	
Geography, People and the Environment: Human Environment Interactions		
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none">6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.	
Geography, People, and the Environment: Global Interconnections		
In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues	<ul style="list-style-type: none">6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.	
Unit Enduring Understandings		Essential Questions
<ul style="list-style-type: none">Geography is the study of Earth’s surface and the bodies of water that cover it.Geography is important to the kinds of activities people enjoy in communities.To examine geography, climate, and natural resources affect the way people live and work, and understand the impacts of pollution.		<ul style="list-style-type: none">Describe how physical features of the land affect how and where people live?How to use maps to learn about different communities?How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources?What are the possible consequences of these decisions for individuals, groups, and societies?
Unit Teaching Points:		
Bends:	Concepts <i>What will students know...</i>	Skills/ Performance Expectations <i>What students will be able to do...</i>

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<p>Bend I: Maps</p>	<ul style="list-style-type: none"> • Students will learn the difference between maps and globes and when the appropriate time to use them is • Students will learn the meaning of different symbols on a map • Students will learn the purpose of longitude and latitude lines • Students will learn the continents and oceans in the world we live in 	<p>Lesson 1: (Mini Lesson/Synchronous)</p> <p>Teaching Point: “Today I want to teach you that when we look at a map and a globe we notice traits that are alike and traits that are different.”</p> <ul style="list-style-type: none"> • A globe helps us see the whole earth and what it looks like. • A map helps us locate different locations, continents, countries, cities, and states, and major landforms. <p>Synchronous Activity Option:</p> <ul style="list-style-type: none"> • Brainpop Jr. Video: Reading Maps <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Pirate Treasure Map Activity • Reading Maps - Write About It <p>Lesson 2: (Synchronous/Mini Lesson)</p> <p>Teaching Point: “Today I want to show you that maps have different terms and symbols to represent different things. For example, when you see a sign with a plane on it, it means there is an airport in that location”</p> <ul style="list-style-type: none"> • Boys and girls, in order to become expert map readers we need to become expert sign readers first. • Introduce types of maps, key, and legend - show examples <p>(Additional Resources: Understanding Map Symbols and Legends)</p> <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Seesaw Activity: Types of Maps • Seesaw Activity: Map Activity • Continents and Globe - Students will independently explore the two game activities above <p>Response Options:</p> <ul style="list-style-type: none"> • Create a venn diagram charting the similarities and differences of a map and a globe • Argumentative Response: Which is better, a map or globe? Defend your reasoning with evidence to a partner. <p>Lesson 3: (Mini lesson/Synchronous)</p>
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		<p>Teaching Point: “Today I want to teach you that the parallel lines you see on a map have names and meanings to them”</p> <ul style="list-style-type: none"> • Brainpop Jr. Video: Play the Latitude and Longitude video and pause at key words to explain their meaning • World Map Example • Provide students with the vocabulary sheet for support <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Seesaw Activity Latitude and Longitude Practice • Can you find the treasure: Practice map skills by locating gold coins using x and y axis coordinates. Collect all the coins to answer the secret message and unlock the treasure chest • Coordinates Game: students are prompted to find the latitude coordinate. Once the latitude coordinate is found, the game locks the latitude position and the longitude lines animate into the map. Finally, students are prompted to find a point of longitude. <p>Lesson 4: (Mini Lesson/Synchronous)</p> <p>Teaching Point: “Students, did you know that once you know how to read the symbols on a map you can apply to any country or place around the world? Today we are going to put all our map skills we’ve learned so far to locate continents and oceans.”</p> <ul style="list-style-type: none"> • Brainpop Jr. Video - Continents and Oceans • World Map Example • Resources for a continents activities to share with students or for use on a asynchronous continents research project) <ul style="list-style-type: none"> ○ Europe ○ South America ○ North America ○ Australia ○ Africa ○ Asia ○ Antarctica <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Seesaw Activity: Label the Continents and Oceans
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<p>Bend II: Signs and Symbols</p>	<ul style="list-style-type: none"> • Students will learn to identify different land features on a map • Students will learn to use symbols on a map • Students will learn about weather and climate changes 	<p>Lesson 5: Land and Water Symbols (Mini Lesson/Synchronous) Teaching Point: “Today I want to teach you another interesting feature of the map. Did you know that you can identify different land and water bodies on a map. There are symbols that represent different land and water bodies on a map.”</p> <ul style="list-style-type: none"> • You are going to look at these land and water symbols on a map • Vocabulary: share vocabulary definitions with students for support in understanding maps • Display different types of maps that represent different land and water bodies • All Around the Town Map It Activity- Students will follow a neighborhood map and describe the symbols that represent different locations in this video <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Explore the island - Students can engage with and carry out up-close observations of landforms and water bodies, collect and record data, and use that data to create symbols to represent the features on a map. • Landforms and Bodies of Water Recording Sheet: Have students research signs and symbols through the online game and record their findings on this recording sheet. • Have students create their own island map. Encourage them to use all their learned knowledge about maps, signs, symbols that they have learned so far. • Seesaw Activity: Treasure Map Activity <p>Lesson 6: Inquiry - Weather around the world (Mini Lesson/Synchronous) Teaching Point: “Today we are going to explore how it could be cold in one part of the world, but warm in another. Did you know that it’s not weather, but climate that makes that possible?”</p> <ul style="list-style-type: none"> • Explain the difference between weather and climate: <ul style="list-style-type: none"> ○ Weather is what we feel at a particular time and place from day to day ○ Climate is the average weather condition of a particular region.
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		<ul style="list-style-type: none"> • Video: What's the difference between weather and climate? <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Seesaw Activity: Weather vs Climate - students will rewatch the video shared above as it is linked to this activity and then answer the response question. <p>Lesson 6B: How does it impact life and how people work? (Mini Lesson/Synchronous)</p> <p>Teaching Point: "Students, today we are going to become mini explorers of different weather events that happen around us, and around the world. Ask yourselves: have you ever experienced a bad thunderstorm? What did it feel like? What did it look like outside your house? Did you notice something different after it was over?"</p> <ul style="list-style-type: none"> • Have students turn and share their findings. • Turn their attention to the characteristics of the storm they described and what happens afterwards. <p>Asynchronous Activity Option:</p> <p>Jigsaw Activity: Exploring Challenging Weathers - students can research one topic and present to class at a later time. Research can be compiled in a google slide presentation, poster or typed response.</p> <p>(The sites below is an option: feel free to substitute options deemed suitable for the classroom)</p> <p>Group 1: Blizzards</p> <p>Group 2: Hurricanes</p> <p>Group 3: Fog and Hail</p> <p>Group 4: Thunderstorms</p> <p>Group 5: Tornadoes</p> <p>Have students explore through the following lens:</p> <p>-What are the characteristics of the weather assigned?</p> <ul style="list-style-type: none"> • When, where, and how they happen • What is the impact on daily lives? • Is there a long lasting effect? <p>Have students share their findings through a synchronous platform (ie: poster, google slides etc.)</p>
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<p>Bend III: Land and Environment</p>	<ul style="list-style-type: none"> • Students will learn more about understanding land • Students will learn the importance of taking care of the land • Students will learn the importance of recycling 	<p>Lesson 7: Agriculture (Mini Lesson/Synchronous) Teaching Point: “Today I want to teach you that agriculture is the process in which food is produced. It plays a big role in our daily lives. Most of our daily food necessities can be traced back to the farm.”</p> <ul style="list-style-type: none"> • Farm Web - model to show students what comes from farms <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Ag Today: Agriculture is Everywhere- Have students read the digital issue. • Writing Response: Why is it important for all people to learn about agriculture? • Seesaw Activity: Virtual Farm Field Trip <p>Lesson 8: Transportation (Mini Lesson/synchronous) Teaching Point: “Students, have you ever paid attention to where the food you eat comes from? Or the milk you drink? Today I want to teach you how food is transported from different places around the world.”</p> <ul style="list-style-type: none"> • Youtube Video: Follow Milk’s Journey From Farm to Store • Youtube Video: Fish Transportation from Senegal with Air France KLM Cargo Video <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Harvest This! - It’s harvest time! Products have been harvested and you must load the correct amount of each onto the truck for transport. Students can learn by playing this game. <p>Lesson 9: Taking Care of our Environment (Mini Lesson/Synchronous) Teaching Point: “Today I want to teach you the importance of recycling, and how our small actions have big impacts.” Read Aloud:</p> <ul style="list-style-type: none"> • <i>What a Waste</i> by Jess French - (If you do not have this book you can use this Youtube read aloud link - What a Waste by Jess French
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		<ul style="list-style-type: none"> ○ Engage students in conversation about responsible recycling. ○ Explain to students how pollution occurs and its impact on the planet ○ Identify different strategies to conserve resources that they can participate at home or in their communities. <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> ● Writing Response or Seesaw Journal Response Question: What are different ways that communities recycle? ● National Geographic Kids: Recycle Roundup - in this interactive activity students will help clean up the park! They will sort the stuff people throw away and put it in the proper bin. Is it recycling, compost, or trash? ● Recycling City - in this interactive activity students will explore Recycle City to see how its people reduce waste, use less energy, and save money by doing simple things at home, at work, and in their neighborhoods. <p>Lesson 10: Recycling Teaching Point: “Today I want to teach you that people all around the world have discovered different ways to take care of our land. Let’s read <i>One Plastic Bag: Isatou Ceesay and The Recycling Women of the Gambia</i> and chat about how the people of The Gambia found a creative way to take care of the environment and made an impact in their community.”</p> <ul style="list-style-type: none"> ● Youtube Read Aloud: One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> ● Seesaw Activity: Reduce, Reuse, Recycle ● Brainpop Jr. Video - Reduce, Reuse, Recycle ● Seesaw Activity: Create: Reduce, Reuse, Recycle
Heritage Celebrated Month Guide	Italian Heritage Month (October) Resources: <ul style="list-style-type: none"> ● NJ Italian Heritage Commission 	Italian Heritage Month Lesson 1: Teaching Point: “Today I want to teach you that this month we are celebrating Italian Heritage Month. During this time we will read

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<p>(Cover in all curricular areas)</p>	<ul style="list-style-type: none"> • -For resources and lesson plans • <u>The Myth</u> <p>Students will:</p> <ul style="list-style-type: none"> • Recognize Italian Renaissance artist, and explain why their work had such an impact on history • Read the myth of Romulus and Remus and understand the myth of ancient Rome • Identify why Roman culture developed such a strong “family-centered” culture <p>Read Aloud Options:</p> <ul style="list-style-type: none"> • Youtube Video Read Aloud: Katie and the Mona Lisa 	<p>books, learn about art, research traditions, music and history that have made many contributions to Italian culture.”</p> <ul style="list-style-type: none"> • Background information for teacher about the Italian Renaissance time period - Italian Renaissance • “Today we are going to learn about the most famous Italian Renaissance artists and learn why their work had such an impact on history. Today we are going to read a book called, <i>Katie and The Mona Lisa</i> by James Mayhew which includes information on various Italian Renaissance artists.” • Youtube Video Read Aloud: Katie and the Mona Lisa <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Seesaw Activity: Renaissance Activity <p>Italian Heritage Month Lesson 2: Teaching Point: “Today I want to teach you about the Roman myth of Romulus and Remus and about the myth of ancient Rome. Romulus and Remus were said to have founded the city of Rome, Italy.”</p> <ul style="list-style-type: none"> • Background information on Ancient Rome - Romulus and Remus • Youtube Video - The Legend of Rome • The story of these two brothers is a myth. A myth is a story often describing the adventures of beings with more than human powers that attempts to explain mysterious events, in this case the creation of the city of Rome. <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Seesaw Journal Response or Writing Activity or Timeline: Retell the events of Romulus and Remus’s lives. • Seesaw Journal Response or Writing Activity: What other myths do you know? Tell me about it. • Seesaw Journal Response or Creative Writing Activity: Write your own myth!
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Evidence of Learning (Assessments)	Accommodations and Modifications
<div data-bbox="220 289 947 354">Formative Assessments:</div> <ul data-bbox="279 370 478 472" style="list-style-type: none"> • Map Labelling • Notebook Checks • Conferences • Drafts <div data-bbox="220 488 947 553">Summative Assessments:</div> <ul data-bbox="279 570 464 695" style="list-style-type: none"> • Unit Projects • Written Analysis • Summative tests • Demonstrations • Portfolio <div data-bbox="220 711 947 776">Benchmark Assessments:</div> <ul data-bbox="279 792 678 870" style="list-style-type: none"> • Initial Benchmark: 3rd Week of September • Mid-year Benchmark: 4th Week of January • End of year Benchmark: Last week in May <div data-bbox="220 886 947 951">Alternative Assessments:</div> <ul data-bbox="279 967 632 1170" style="list-style-type: none"> • Choice Projects • Portfolios • Arguments Writing Assignments • Notebook assessments • Oral Presentations • Socratic Seminars • Primary Source Analysis • <u>Social Studies Instructional Strategies</u> 	<div data-bbox="982 289 1709 354">Special Education:</div> <ul data-bbox="1041 370 1675 500" style="list-style-type: none"> • <u>Curricular Modifications and Guidance for Students Educated in Special Class Settings</u> • <u>Subgroup Accommodations and Modifications</u> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> <div data-bbox="982 500 1709 524">Differentiation:</div> <ul data-bbox="1041 524 1350 630" style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <div data-bbox="982 630 1709 654">High-Prep Differentiation:</div> <ul data-bbox="1041 654 1528 813" style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <div data-bbox="982 813 1709 837">Low-Prep Differentiation:</div> <ul data-bbox="1041 837 1289 915" style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <div data-bbox="982 932 1709 997">English Language Learners:</div> <ul data-bbox="1041 1013 1675 1091" style="list-style-type: none"> • <u>Subgroup Accommodations and Modifications</u> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> <div data-bbox="982 1107 1709 1172">Students at Risk for Failure:</div> <ul data-bbox="1041 1188 1675 1266" style="list-style-type: none"> • <u>Subgroup Accommodations and Modifications</u> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> <div data-bbox="982 1282 1709 1347">Gifted and Talented</div> <ul data-bbox="1041 1364 1472 1388" style="list-style-type: none"> • <u>Subgroup Accommodations and Modifications</u>

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	<ul style="list-style-type: none"> <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u>
	<p>Students with 504 Plans</p>
	<ul style="list-style-type: none"> <u>Subgroup Accommodations and Modification</u> <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u>
Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> <u>Social Studies Leveled Libraries</u> <i>Communities Adventures in Time and Place</i> Macmillan/McGraw-Hill <u>Amistad 3-5 Lesson Plans</u> <u>The Amistad Commission's Literacy Components for Primary Grades</u> Amistad Curriculum (K-12) 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> <u>National Geographic</u> <u>50 States</u> <u>4Kids</u> <u>Discovery School</u> <u>Social Studies for Kids</u> <i>One Plastic Bag: Isatou Ceesay And The Recycling Women of the Gambia (Level P)</i> <i>Maps and Geography by Ken Jennings (Level P)</i> <i>What a Waste by Jess French (level N)</i> <i>Geography A-Z by Jack Knowlton (Level N)</i> <i>The Boy Who Harnessed Wind by William and Bryan Mealer (Level X)</i> <i>City Green by DyAnne DiSalvo-Ryan (Level L)</i> <i>From Milk to Ice Cream by Stacy Taus-Bolstad (Level K)</i> <i>Any appropriate grade 3 book applicable to the unit chosen by the teacher</i>
<p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> <u>Stanford History Education Group</u> <u>iCivics</u> <u>Teaching Tolerance</u> <u>Facing History and Ourselves</u> 	<p>Supplemental Resources:</p> <p>Suggested Lessons for Differentiation with Small Groups:</p> <ul style="list-style-type: none"> <u>Newsela</u> <u>Brainpop</u> <i>Animals: The Illustrated Geography of the World by Susan Martineau (Level O)</i> <i>Earth: The Illustrated Geography of Our World by Susan Martineau (Level F)</i> <i>Globed by Robin Nelson (Level C)</i> <i>North, South, East and West by Meg Greve (Level D)</i>

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	Intervention Resources: <ul style="list-style-type: none"> • Graphic Organizers • Scaffolded Notes • Closed Notes • Shared Notes and slide presentations • Study guides • Newsela • Brain Pop JR. • Readworks • CNN10
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Understand what it means to “read close” in social studies, science, and foreign language. • Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. • Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. • Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use a document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use a document camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. • Use Inspiration to create a double timeline looking at plot events and character motivation.
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Social Justice Literacy • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills • Creativity and Innovations • Critical Thinking and Problem Solving • Communication and Collaboration 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills • Information Literacy
Career Education	Global Perspective

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<ul style="list-style-type: none">• <u>New Jersey Educational Field Trip</u>• Washington DC Trip• History Based Field Trip• Oregon Trail Webquest• Flexibility and Adaptability• Initiative and Self-Direction• Social and Cross-Cultural Skills• Productivity and Accountability• Leadership and Responsibility	<ul style="list-style-type: none">• National Hispanic-Latino Heritage Month• National Disability Employment Awareness Month• National American Indian Heritage Month• Black History Month• National Women's History Month,• National Irish-American Heritage Month• National Italian American Heritage Month• Asian Pacific American Heritage• Older Americans' Month• Jewish American Heritage Month• Week of Respect• Red Ribbon Week• International Dot Day (September 16)
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Unit 3: Native Americans	Grade: 3rd
Unit Overview: <p>The Native American people are proud people. Long ago, they managed to live in the wilderness, survive hard times, and make a good life for themselves. This unit study will look into the daily life of Native Americans in history, along with their different tribes and locations within the United States. The purpose of this unit is to promote cultural awareness and to gain knowledge of the first people to inhabit the land known as the United States.</p>	
NJ Student Learning Standards: Companion Standards Key Ideas and Details <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> Craft and Structure <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> Integration of Knowledge and Ideas <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Language Arts:</p> <ul style="list-style-type: none"> • Compose continuous journal entries from the perspective of a Native American. • Graphic organizers. <p>Science:</p> <ul style="list-style-type: none"> • Use cornhusks to create dolls. • Explore the different foods and animals that helped the Native Americans survive. 21st-Century Life & Career Skills Career Ready Practices <p>Act as a responsible and contributing community member and employee.</p> <p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>Model integrity, ethical leadership and effective management.</p> <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p> Standard 8 Computer Science	

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8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Standard 9 Career Readiness, Life Literacy, and Key Skills

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

New Jersey Amistad Commission N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Primary interdisciplinary connections: Language Arts, 21st Century Life and Careers, Science, and Technology

Suggested Activities:

Math: Graphs comparing populations, Compare latitude and longitude lines to a line graph

Science: Environmental Changes, study agriculture

Social Studies Standards:

By the end of Grade 5

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

Core Idea	Performance Expectations
Geography, People and the Environment: Human Pollution Patterns	
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<ul style="list-style-type: none"> 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.	<ul style="list-style-type: none"> 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
Geography, People and the Environment: Spatial View of the World	
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<ul style="list-style-type: none"> 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.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. 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and

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	<p>the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <ul style="list-style-type: none"> 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
Geography, People and the Environment: Human Environment Interactions	
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
History, Culture, and Perspectives: Continuity and Change	
Interaction of people and events have shaped the world we experience today.	<ul style="list-style-type: none"> 6.1.5.History CC3 Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time. 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey. 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures. 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies. 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.

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History Culture and Perspectives: Understanding Perspectives		
Events may be viewed differently based on one's perspective.		<ul style="list-style-type: none"> 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. 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.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
Historical records are shaped by the society that the creator lived in.		<ul style="list-style-type: none"> 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. 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.
Unit Enduring Understandings		Essential Questions
<ul style="list-style-type: none"> Native American tribes adapted to the physical features of the region they settled in. Native Americans were resourceful and used whatever resources were available to them. Native Americans inhabited many different landforms: mountains, mountain ranges, hills, plains, valleys, deserts, coasts, peninsulas, and plateaus. 		<ul style="list-style-type: none"> How and why do people settle where they do? How have Native Americans influenced the present culture in America?
Unit Teaching Points:		
Bends:	Concepts <i>What will students know...</i>	Skills/ Performance Expectations <i>What students will be able to do...</i>
Bend I: Native Americans	<ul style="list-style-type: none"> Students will learn who the Native Americans are 	<p>Lesson 1: Who are the Native Americans? (Synchronous/Mini lesson) Teaching Point: "Today I want to teach you all about who the Native Americans are."</p> <ul style="list-style-type: none"> Share photos of Native Americans in history to begin discussion and introduction of Native Americans - Native Americans Lesson 1 - Photos <p>Asynchronous Activity Option:</p>

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		<ul style="list-style-type: none"> • Writing Response/Seesaw Journal Entry: Based on the pictures- What do you still wonder about Native Americans? What can you infer from the pictures? What seemed most important to Native Americans. Share your thoughts. <p>Lesson 2: How did the Native Americans come to America? (Synchronous/Mini lesson) Teaching Point: “Today I am going to teach you about how Native Americans came to be in America. As we watch the video we are going to look at the timeline of how Native Americans came to be on the land that we now recognize as America.”</p> <ul style="list-style-type: none"> • Youtube Video: History of Native Americans for Kids <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Writing Response - Jot three interesting facts you learned about Native Americans from the video. <p>Lesson 3: Where did they live? (Mini Lesson/Synchronous) Teaching Point: “Today I am going to teach you about the different regions in history that Native American lived in. We are going to recognize different regions and Native American tribes.”</p> <ul style="list-style-type: none"> • Mini Lesson: Compare and contrast current regions US regions with that of Native American regions • Writing Response: -Which Native American region would you like to live in and why? -Which Native American region do you think would be the hardest to live in? Why? -Choose a Native American region: Describe the climate and geography of the region -Which Native American region do you think would be the easiest to live in? Why? <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Independent Research - Using Google or the Map I dink, students will research about the different Natvie American regions <p>Lesson 4: Culture (Mini Lesson/Synchronous) Teaching Point: “Today we are going to explore Native American cultural areas that are similar and different. We know from earlier lessons that Natvie</p>
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		<p>American were in different parts of America, and today we're going to learn about the similarities and differences in those regions."</p> <p>Share/Discuss:</p> <ul style="list-style-type: none"> • Youtube Video - Native American Societies • Map of Native American Regions - Native American Region Map <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Research Activity- Students will become independent researchers to answer questions about Native American customs based on regions. <ul style="list-style-type: none"> ◦ Region Research PowerPoint ◦ Accompanying Questions
Bend II: Exploring Tribes Part 1	<ul style="list-style-type: none"> • Students will learn about the different Native American tribes 	<p>Lesson 5: Sioux Indians (Mini Lesson/Synchronous)</p> <p>Teaching Point: "Today we are going to learn about the region, housing, and resources of the Sioux Indians."</p> <ul style="list-style-type: none"> • Youtube Video - The Sioux Tribe • Native American - Sioux Artifacts <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Reading: Explore the tribe in depth - Sioux Nation <p>Lesson 6: Cherokee Indians (Mini Lesson/Synchronous)</p> <p>Teaching Point: "Today we are going to learn about the regions, housing, and resources of the Cherokee Indians."</p> <ul style="list-style-type: none"> • Brainpop Jr - Cherokee • Cherokee Tribe Artifacts <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Reading: Explore the tribe in depth - Cherokee Nation <p>Lesson 7: Inuit Indians (Mini Lesson/Synchronous)</p> <p>Teaching Point: "Today we are going to learn about the reginos, housing, and resources of the tribe called The Inuit."</p> <p>Share/Discuss:</p> <ul style="list-style-type: none"> • Youtube Video - The Inuit Way of Life • Inuit Tribe Artifacts • Inuit Tribe - People/Maps <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Reading: Explore the tribe in depth - Inuit People

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		<p>Lesson 8: Navajo Indians</p> <p>Teaching Point: “Today we are going to learn about the regions, housing, and resources of the Navajo Indians.”</p> <ul style="list-style-type: none"> Website Resource of Information and Facts to share with students - N is for Navajo Resource Page Additional Navajo Tribe Resource Folders <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> Reading: Explore the tribe in depth - Navajo Nation
Bend III: Exploring Tribes Part 2	<ul style="list-style-type: none"> Students will learn about the different Native American tribes 	<p>Lesson 9: Lenape Indians (Mini Lesson/Synchronous)</p> <p>Teaching Point: “Today we are going to learn about the regions, housing, and resources of the Lenape Indians.”</p> <p>Share/Discuss</p> <ul style="list-style-type: none"> Lenape Tribe Photos and Maps <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> Reading: Explore the tribe in depth - Lenni Lenape Nation <p>Lesson 10: Lenape Indians (Mini Lesson/Synchronous)</p> <p>Teaching Point: “Today we are going to learn about how Lenape Indians influenced life in New Jersey.”</p> <p>Share/Discuss:</p> <ul style="list-style-type: none"> Lenni Lenape Tribe Photos and Maps <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> Project: Compare and contrast the tribes you’ve learned about. Have students focus on similarities of clothing, rituals, and natural resources. Highlight differences based on land and regions <p>Lesson 11: Native Americans Today (Lesson/ Asynchronous)</p> <p>Teaching Point: “Today we are going to learn how Native Americans live in the present, and keep their culture alive. So far we have learned a lot about how the tribes were in the past, but did you know that there are still Native American Reservations today? Let’s look at the images below: I would like you to take notice of the similarities and differences between the two.”</p> <p>Share/Discuss:</p> <ul style="list-style-type: none"> Native Americans Today - Article and Photographs <p>Asynchronous Activity Option:</p>

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		<ul style="list-style-type: none"> • Writing Response/Illustration: Imagine you were to spend a day on a Native American Reservation today. Describe it. What would your day look like? Who would you meet? What would you do? Create an illustration to go with your writing.
Heritage Celebrated Month Guide (Cover in all curricular areas)	National American Indian Heritage Month (November) Students will: <ul style="list-style-type: none"> • Participate in critical discussions about their knowledge of Native Americans, understanding that Native people are part of contemporary America. • Access and gather information about Native Americans from Websites. • Illustrate to students that Native Americans are present in modern day American society. And how the arrival of the Europeans changed the way they lived. • Notice how the ideas generated in the brainstorming list are similar to or different from what they see in the books. Read Aloud Options: <ul style="list-style-type: none"> • <i>Reid, Betty, and Ben Winton. Keeping Promises: What is Sovereignty? and Other Questions about Indian Country</i> • <i>Rose, Lavera. Grandchildren of the Lakota</i> 	<p>Lesson 6: (Mini Lesson/Synchronous)</p> <p>Teaching Point: “Today I want to teach you that in the month of November, we celebrate National Indian or Native American Heritage month. During this time we will learn about how Native Americans are still present in today’s society, how the Europeans’ arrival to the U.S changed their lives, and the contributions they have made to history.”</p> <ul style="list-style-type: none"> • Today we are going to watch a video that shows Native Americans and their lives today. <ul style="list-style-type: none"> ◦ Youtube Video - Native American Heritage Month <p>Synchronous OR Asynchronous Activity:</p> <p>Read Aloud Options:</p> <ul style="list-style-type: none"> • <i>Reid, Betty, and Ben Winton. Keeping Promises: What is Sovereignty? and Other Questions about Indian Country</i> • <i>Rose, Lavera. Grandchildren of the Lakota</i> <p>Teacher Resource: Present Day Native American Book List</p>
Implementing Lesson through Read Alouds	Black History Month (February) Students will: <ul style="list-style-type: none"> • To understand how civil rights era and Jim Crow Laws through the eyes of two young girls • To focus on the idea of discrimination through the story 	<p>Black History Month Lesson 1: (Synchronous/ Mini Lesson)</p> <p>Teaching Point: “Today I want to teach you that in the month of February we take time to acknowledge Black History Month. During this time we celebrate diversity and remember black people that have made an impact in history.”</p> <ul style="list-style-type: none"> • Read Aloud: <i>New Shoes by Susan Meyer (Level N)</i> - in this book we meet an African American girl who comes up with a brilliant idea to fix the difficult experience of buying shoes in the 1950’s. Money is tight and Ella Mae is used to getting her cousin Charlotte’s old shoes. Let’s read to find out what happens to Ella Mae. <p>Asynchronous Activity Option:</p>

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	<p>Read Aloud Options:</p> <ul style="list-style-type: none"> • <i>New Shoes by Susan Meyer (Level N)</i> • <i>28 Days: Moments in Black HIstory that Changed the world</i> • <i>Amazing Grace by Mary Hoffman</i> 	<ul style="list-style-type: none"> • Writing Response: Respond to text <p>Black History Month Lesson 2: (Synchronous/ Mini Lesson) Teaching Point: “Today I want to remind you that in the month of February we take time to acknowledge Black History Month. During this time we celebrate diversity and remember black people that have made an impact in history.”</p> <ul style="list-style-type: none"> • Read Aloud: 28 Days: Moments in Black History that Changed the world <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Writing Response: Respond to text <p>Black History Month Lesson 3: (Synchronous/ Mini Lesson) Teaching Point: “Today I want to remind you that in the month of February we take time to acknowledge Black History Month. During this time we celebrate diversity and remember black people that have made an impact in history.”</p> <ul style="list-style-type: none"> • Read Aloud: <i>Amazing Grace by Mary Hoffman</i> - in this book we meet Grace. She loves stories and especially loves acting them out. Filled with imagination and dramatic flair, Grace decides that she will play the part of Peter Pan when her teacher tells the class that they are going to perform the play. Let’s read to find out what happens to Grace! <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Seesaw Activity: Amazing Grace Activity • Writing Response: Amazing Grace Cause and Effect
Evidence of Learning (Assessments)		Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Exit Tickets • Journal Entry • Notebook Checks • Conferences • Drafts <p>Summative Assessments:</p>		<p>Special Education:</p> <ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts

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<ul style="list-style-type: none"> • Unit Projects • Written Analysis • Summative tests • Demonstrations • Portfolio 	<ul style="list-style-type: none"> • Behavior management plan • Highlight text • Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings
<p>Benchmark Assessments:</p>	
<ul style="list-style-type: none"> • Initial Benchmark: 3rd Week of September • Mid-year Benchmark: 4th Week of January • End of year Benchmark: Last week in May 	<p>English Language Learners:</p> <ul style="list-style-type: none"> • <u>Subgroup Accommodations and Modifications</u> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u>
<p>Alternative Assessments:</p>	<p>Students at Risk for Failure:</p>
<ul style="list-style-type: none"> • Choice Projects • Portfolios • Arguments Writing Assignments • Notebook assessments • Oral Presentations • Socratic Seminars • Primary Source Analysis • <u>Social Studies Instructional Strategies</u> 	<ul style="list-style-type: none"> • <u>Subgroup Accommodations and Modifications</u> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u>
	<p>Gifted and Talented</p>
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<ul style="list-style-type: none"> • <u>Subgroup Accommodations and Modifications</u> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u>
	<p>Students with 504 Plans</p>
	<ul style="list-style-type: none"> • <u>Subgroup Accommodations and Modification</u> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u>
	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>

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<div data-bbox="218 245 968 315"> <p>Core Professional Resources:</p> </div> <div data-bbox="218 315 968 526"> <ul style="list-style-type: none"> • Social Studies Leveled Libraries • Native Americans • Lenape Lifeways • Amistad 3-5 Lesson Plans • Amistad Curriculum (K-12) • The Amistad Commission's Literacy Components for Primary Grades • Native Knowledge 360 </div> <div data-bbox="218 526 968 596"> <p>Supplemental Professional Resources:</p> </div> <div data-bbox="218 596 968 725"> <ul style="list-style-type: none"> • Stanford History Education Group • iCivics • Teaching Tolerance • Facing History and Ourselves </div>	<div data-bbox="999 245 1768 315"> <p>Core Instructional Resources:</p> </div> <div data-bbox="999 315 1768 574"> <ul style="list-style-type: none"> • Lewis and Clark Centennial by Lawson Bradely • For Us, This is Not a Celebration by Roberta Conner • <i>When the Shadbush Blooms (Level O)</i> • <i>The Indian of Lenapeholing by Lenape Books (Level Q-T)</i> • <i>My Life as A Native American by Ann Matzke (Level F)</i> • <i>Native American Heroes by Ann McGovern (Level R)</i> • <i>Native Americans in Early America by Mark and Therese Harasymiw (Level S)</i> • <i>Squanto: Native American Translator and Guide by Hannah Iabell (Level P)</i> • <i>Any appropriate grade 3 book applicable to the unit chosen by the teacher</i> </div> <div data-bbox="999 574 1768 644"> <p>Supplemental Resources:</p> </div> <div data-bbox="999 644 1768 883"> <p>Suggested Lessons for Differentiation with Small Groups:</p> <ul style="list-style-type: none"> • Newsela • Brainpop • <i>The Native American People of New York by Andrew Moore (Level J)</i> • <i>Fry Bread: A Native American Family Story by Kevin Noble Maillard (Level F)</i> • <i>Native North American Wisdom and Gifts by Niki and Bobbie Kalman Walker (Level P)</i> • <i>Red Cloud by Maria Nelson (Level J)</i> </div> <div data-bbox="999 883 1768 953"> <p>Intervention Resources:</p> </div> <div data-bbox="999 953 1768 1213"> <ul style="list-style-type: none"> • Graphic Organizers • Scaffolded Notes • Closed Notes • Shared Notes and slide presentations • Study guides • Newsela • Brain Pop JR. • Readworks • CNN10 </div>
<div data-bbox="218 1252 968 1289"> <p>Interdisciplinary Connections</p> </div> <div data-bbox="218 1289 968 1421"> <ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community </div>	<div data-bbox="999 1252 1768 1289"> <p>Integration of Technology through NJSLs</p> </div> <div data-bbox="999 1289 1768 1421"> <ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) </div>

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<ul style="list-style-type: none"> Understand what it means to “read close” in social studies, science, and foreign language. Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> Use a document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> Listen to books on CDs, tapes, videos or podcasts if available. Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) Use a document camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. Use Inspiration to create a double timeline looking at plot events and character motivation.
<p>Integration of 21st Century Themes and Skills</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy Social Justice Literacy Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills Creativity and Innovations Critical Thinking and Problem Solving Communication and Collaboration 	<p>Media Literacy Integration</p> <ul style="list-style-type: none"> Ask students to look for specific things when they view videos or read print material, and then ask questions about those items Build on the intuitive knowledge students have gained from media about the story and character Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic Use print materials to practice reading and comprehension skills Information Literacy
<p>Career Education</p> <ul style="list-style-type: none"> <u>New Jersey Educational Field Trip</u> Washington DC Trip History Based Field Trip Oregon Trail Webquest Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility 	<p>Global Perspective</p> <ul style="list-style-type: none"> National Hispanic-Latino Heritage Month National Disability Employment Awareness Month National American Indian Heritage Month Black History Month National Women’s History Month, National Irish-American Heritage Month National Italian American Heritage Month Asian Pacific American Heritage Older Americans’ Month Jewish American Heritage Month Week of Respect Red Ribbon Week International Dot Day (September 16)

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Unit 4: Holocaust Studies: Stand Up and Make a Difference!	Grade: 3rd
Unit Overview: This unit reviews the importance of standing up and making a difference. Students will see through interactive read alouds important people who stood up for others. The most important element of this unit is a classroom that is a “safe space” where children feel free to express themselves. This lesson requires students to take the theme of bullying seriously, and to act appropriately while brainstorming and rehearsing in groups. Thus, it would be best if students had prior experience working cooperatively and creatively.	
NJ Student Learning Standards: Companion Standards: Key Ideas and Details NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. New Jersey Student Learning Standards: RF.2.4.A - Read grade-level text with purpose and understanding. SL.2.1 - Participate in collaborative conversations with diverse partners...with peers and adults in small and larger groups. 21st-Century Life & Career Skills Career Ready Practices Act as a responsible and contributing community member and employee. Demonstrate creativity and innovation.	

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Utilize critical thinking to make sense of problems and persevere in solving them
 Model integrity, ethical leadership and effective management.
 Use technology to enhance productivity, increase collaboration and communicate effectively.
 Work productively in teams while using cultural/global competence.

Standard 8 Computer Science

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Standard 9 Career Readiness, Life Literacy, and Key Skills

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

Amistad Law: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens

Primary interdisciplinary connections: Language Arts, 21st Century Life and Careers, Science, and Technology

Suggested Activities:

Math: Graphs comparing populations, Compare latitude and longitude lines to a line graph

Science: Environmental Changes, study agriculture

Unit Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Students will be able to define key terms in anti-bullying: upstander, bystander, bully (perpetrator), victim. Students will be able to explain the ways in which everyone in the vicinity of a bullying incident involves him or herself by playing one of the four roles listed above. Students will be able to accurately and empathetically role-play a bullying incident, playing each of the four, previously mentioned roles. 	<ul style="list-style-type: none"> How can we address bullying by becoming “upstanders” who speak up for the rights of others? How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
Unit Teaching Points:	
Additional Resources for Lesson Planning can be found here: Caring - Making a Difference	
Concepts <i>What will students know...</i>	Skills/Performance Expectations <i>What students will be able to do...</i>
<ul style="list-style-type: none"> Students will learn about the story of Anne Frank 	Lesson 1: (Synchronous/Mini Lesson) Teaching Point: “Today I am going to teach you about a young girl named Anne Frank who lived in Germany a long time ago. They were a Jewish family living in Germany and at that time there were people running the country who did not like Jewish people and were trying to hurt

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	<p>them. So the Frank family ran away to hide in a country called Holland. They lived in an annex or attic of a house so they would not be discovered. But eventually they were discovered.</p> <ul style="list-style-type: none"> • Teacher Resource - Anne Frank Teacher Resource <ul style="list-style-type: none"> ○ Pre-reading activities: <ul style="list-style-type: none"> ■ Define the terms: diary, annex, and Nazis ■ Locate the countries of Germany and Holland the map • Read Aloud: <i>A Picture Book of Anne Frank</i> by David Adler • Students can jot the summary using: Beginning, middle, end strategies. • Discussion Questions: <ul style="list-style-type: none"> ○ When and where was Anne Frank born? ○ Describe her family ○ Who was the leader of Germany at that time? ○ What happened to the Jews? ○ Why did the Franks decide to move? ○ Where did they move? ○ What was life like for Anne in her new home? <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> • Youtube Video: A Day in the Life of the Annex • Seesaw Activity: Spreading Kindness • Writing Response Prompts: <ul style="list-style-type: none"> ○ Have you ever kept a diary? What kinds of things would you write in a diary? What is the purpose of a diary? Why is it important to record your experience? ○ What does a diary tell us about a person? Keep a diary or journal for a week. ○ If you had to leave your home suddenly, what would you bring with you? Imagine that you could only take one regular sized suitcase. 	
<ul style="list-style-type: none"> • Students will learn about rules and laws and the positive and negative impacts they can make on society 	<p>Lesson 2: (Synchronous/Mini Lesson)</p> <p>Teaching Point: “Today I am going to teach you that not all rules and laws are good. There was a time in our country where we had to work together to make them better, to make them fair and right. There was a time when people were not kind to others because of the color of their skin. Today we are going to learn about the Underground Railroad and how it was a secret route for slaves who were escaping in their efforts to look for freedom. Today we are going to read a book called, <i>Barefoot, Escape on the Underground Railroad</i>. In this book, the slave is running away from the plantation and is trying to escape his pursuers, called heavy boots. These slaves are called barefoot. The animals assist him by directing his escape route.”</p>	

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	<ul style="list-style-type: none"> Teacher Resource: Barefoot, Escape on the Underground Railroad Teacher Resource <ul style="list-style-type: none"> Pre-reading activities: <ul style="list-style-type: none"> Define the terms: slavery, runaway, underground railroad, abolition, escape Look at the map of the United States as it was before the Civil War. Identify the “slave states” and the “free states”. Also locate Canada. Read Aloud: <i>Barefoot, Escape on the Underground Railroad</i> by Pamela Duncan Edwards Discussion Questions: <ul style="list-style-type: none"> Who was Barefoot? Why was he running? Where was he running away from? Where does he plan to go? How does he expect to get there? How does he feel? Who are the Heavy Boots? Why are they called that? Which animal alerted the other animals? Why did they act this way? How did Barefoot find the water? How did Barefoot find the berries? Why were the water and berries so important to him? How did Barefoot find the leaves for resting? How did the mosquitoes save Barefoot from Heavy Boots? How did the deer lead the Heavy Boots away from Barefoot? How did the fireflies light the way for Barefoot? When he saw the house, what was the signal or welcome? How did he know this? <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> Seesaw Activity: We Rise By Lifting Others Activity Research one of the following topics that relate to slavery: <ul style="list-style-type: none"> Harriet Tubman The Quakers and how they fought slavery Sojourner Truth Frederick Douglass The Grimke Sisters Writing Response Prompts: <ul style="list-style-type: none"> Have you ever had a pet help you in some way? Write a short paragraph about a pet that has helped it’s human friend. If you have not had this experience yourself, write about some you know who has. Have you had a pet that helped to save your life or someone else’s life? 	
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	<ul style="list-style-type: none"> ○ Describe how people feel about their pets and how pets make people feel good. Draw a picture or write a poem about people and animals working and playing together. ○ At the beginning of the school year we read the book, <i>The Terrible Things</i> by Eve Bunting. Compare and contrast the two stories. What happens when the animals do not assist each other or protect each other from the Terrible Things? How are the terrible things like the Heavy Boots? What happens when people do not help each other when they are having a difficult time? ○ What is a bully? Explain how the heavy boots are like bullies. Imagine that you were alive at the time how would you have been able to help barefoot and other people like him?
<ul style="list-style-type: none"> ● Students will learn about the difference in rights between men and women 	<p>Lesson 3: (Synchronous/Mini Lesson)</p> <p>Teaching Point: “Today I am going to teach you that there was a time in our country when female workers did not always enjoy the same rights as male workers. There was a struggle for equal rights and these issues still continue today. Today we are going to read a book called <i>The Bobbin Girl</i>. In this book we are going to meet a ten year old girl named Rebecca. She worked as a bobbin girl in a textile Mill in Massachusetts in the 1830’s. She takes her pay home to support her family. An accident happens in the factory and Rebecca and the other girls she works with have to fight for better work conditions in the factory. Let’s read to find out about what happens to Rebecca.”</p> <ul style="list-style-type: none"> ● Pre-reading Activities: <ul style="list-style-type: none"> ○ Locate Massachusetts on a map. ○ Briefly describe the history of mill workers ● Read Aloud: <i>The Bobbin Girl</i> by Emily Arnold McCully ● Discussion Questions: (Ask these questions during the read aloud) <ul style="list-style-type: none"> ○ Judith told Rebecca it was important for her “to stretch her mind.” What did Judith mean? How did Rebecca do that? ○ What did Judith do to show she was determined to stretch her own mind? ○ What made the air inside the factory bad for workers to breathe? ○ Judith recognizes that this factory pay is good but she “needn’t accept indifference and illness”. What does she mean by indifference? ○ Why do you think the girls went off to lectures after supper? ○ Why do you think Mr. Capshaw called Ruth careless? ○ What does Judith mean when she says, “We will not be factory slaves”? ○ Would you have been willing to walk out with Rebecca? Why or why not?

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	<ul style="list-style-type: none"> ○ What did the mill girls do to show their support when Judith stated “never will the daughters of free men be factory slaves”? ○ Why do you think the mill girls returned to work? Would you? Explain. ○ Why did Judith decide to leave town? ○ Was the turnout a failure? Why or why not? <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> ● Write a newspaper article explaining the situation of the mill girls to readers ● Choose 3 -5 important events from the text to illustrate. Write a sentence for each. ● Seesaw Activity: Being a Good Friend
<ul style="list-style-type: none"> ● Students will learn the importance of standing up for what you believe in 	<p>Lesson 4: (Synchronous/Mini Lesson)</p> <p>Teaching Point: “Today I am going to teach you that it is so important to stand up for what you believe is right and good. And when there are times when you have someone or something that does not agree with you, these disagreements can be solved in positive and peaceful ways. Today we are going to read a passage called <i>Peace Begins With You</i> and explore these ideas even more.”</p> <ul style="list-style-type: none"> ● Read Aloud: <i>Peace Begins With You!</i> By Katherine Scholes ● Discussion Questions: <ul style="list-style-type: none"> ○ What does the word “peace” mean? ○ What do we mean when we say that we “need” something? ○ What do we mean when we say that we “want” something? What are the differences between “needing something” and “wanting something”? ○ Do we all need the same things? Do we all want the same things? How are we different? ○ Why do people argue and fight? Is there a way to solve a disagreement without fighting? What are some things that could be done instead of arguing or fighting? ○ Disagreements and conflicts occur between individual groups, among groups of people, and among nations. What are some of the things that groups of people argue or fight about? What do nations disagree and fight? ○ What is it like when there is no peace between individual people ? Between groups? Among nations? How do you feel if the peace you have with a friend or family member is broken? ○ What do we mean by the word “peacemaker”? What are some things that a peacemaker does? How could you be a peacemaker? <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> ● Seesaw Activity: Peace Day Activity ● Writing Activity: Write a poem about peace

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	<ul style="list-style-type: none"> • Research: Find a poem about peace - illustrate its meaning • Writing Response: Did you ever have to act as a “peacemaker” amongst your friends or family members. What did you have to do?
<ul style="list-style-type: none"> • Students will learn about different cultures and their struggles 	<p>Lesson 5: (Synchronous/Mini Lesson) Teaching Point: “Today I am going to teach you about Chinese Culture.”</p> <ul style="list-style-type: none"> • Pre-reading Activities: <ul style="list-style-type: none"> ○ Locate China on the world map and discuss the immigration process to California. ○ Discuss the process of building the transcontinental railroad - a race from the east (Omaha, N.B.) by the Union Pacific Railroad Company using mostly Irish workers and from the west by the Central Pacific Railroad Company, joining up in Utah. • Read Aloud: <i>Coolies</i> by Yin • Discussion Questions: (Ask these questions during the read aloud) <ul style="list-style-type: none"> ○ Why do you think the Chinese were so crowded together on the ship? ○ Why were the Chinese called “coolies”? ○ Why do you think Shek helped Little Wong practice his Chinese calligraphy? ○ Do you think it was right for the Chinese laborers to refuse to work unless they were paid equally with the non-Chinese workers? Explain ○ What made them go back to work? ○ Why did the boss not want Wong to look for his brother after the avalanche? ○ The two railway lines meet after four years of hard work. Why were the Chinese laborers not invited to the celebration? <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> • Draw a before and after picture of the Chinese workers, showing improper and proper treatment of our fellow humans. Explain your illustration. • Write a letter to the Central Pacific Railroad Company explaining the situation of the Chinese employees. Suggest ways to change their working conditions. Suggest ways for bosses to recognize the Chinese workers.
<p>National Women’s History Month (March)</p> <p>Students will:</p> <ul style="list-style-type: none"> • Learn about traditions, music and history that contributes to women in history 	<p>National Women’s Month Lesson: (Synchronous/ Mini Lesson) Teaching Point: “Today I want to teach you that the month of March is National Women’s History Month. During this time we will recognize why it’s important for individuals (women) who are not typically written about in history books, to get recognition for their achievements and impact in history and our world.”</p> <ul style="list-style-type: none"> • Highlighting historic females throughout history: Optional Read Alouds:

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<ul style="list-style-type: none"> Use read alouds to teach children to identify with the world around them, to appreciate and value the differences and similarities of other people to themselves. <p>Read Aloud Options:</p> <ul style="list-style-type: none"> <i>Lives of Extraordinary Women: Rulers, Rebels (and What the Neighbors Thought)</i> by Kathleen Krull <i>Malala's Magic Pencil</i> by Malala Yousafzai (Level P) <i>The Youngest Marcher: The Story of Audrey Faye Hendricks A Young Civil Rights Activist</i> by Cynthia Levinson (Level O) <i>Little Leaders: Bold Women in Black History</i> by Vashti Harrison <i>What Would SHE Do? 25 True Stories of Trailblazing Rebel Women</i> by Kay Woodward (Level N) <p>Irish-American Heritage Month (March) Students will:</p> <ul style="list-style-type: none"> Learn about traditions, music and history that contributes to Irish-American culture Use read alouds to teach children to identify with the world around them, to appreciate and value the differences and similarities of other people to themselves. 	<ul style="list-style-type: none"> <i>Lives of Extraordinary Women: Rulers, Rebels (and What the Neighbors Thought)</i> by Kathleen Krull <i>Malala's Magic Pencil</i> by Malala Yousafzai (Level P) <i>The Youngest Marcher: The Story of Audrey Faye Hendricks A Young Civil Rights Activist</i> by Cynthia Levinson (Level O) <i>Little Leaders: Bold Women in Black History</i> by Vashti Harrison <i>What Would SHE Do? 25 True Stories of Trailblazing Rebel Women</i> by Kay Woodward (Level N) <p>Synchronous OR Asynchronous Activity Options:</p> <ul style="list-style-type: none"> Seesaw Activity: W is for Women Seesaw Activity: Who Says Women Can't be Doctors - Elizabeth Blackwell Printable Optional Resources: <ul style="list-style-type: none"> Rosa Parks Amelia Earhart Pocahontas Elizabeth Cady Stanton <hr/> <p>Irish-American Heritage Month Lesson: (Synchronous/ Mini Lesson) Teaching Point: "Today I am going to teach you why we celebrate the countless achievements of Irish Americans and recognize the remarkable contributions they have made to our Nation's character, culture, and prosperity. This month we celebrate Irish-American Heritage Month."</p> <ul style="list-style-type: none"> Irish-American Heritage Month: Optional Books <ul style="list-style-type: none"> <i>This is Ireland</i> by M.Sasek (Level N) <i>Fiona's Luck</i> by Teresa Bateman (Level O) <i>S is for Shamrock</i> by Eve Bunting (Level N) <i>Great Irish Legends for Children</i> by Yvonne Carroll (Level N) <i>The Man Who Loved Books</i> by Jean Fritz (Level P) <p>Asynchronous Activity Options:</p>
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<p>Read Aloud Options:</p> <ul style="list-style-type: none">• <i>This is Ireland by M.Sasek (Level N)</i>• <i>Fiona’s Luck by Teresa Bateman (Level O)</i>• <i>S is for Shamrock by Eve Bunting (Level N)</i>• <i>Great Irish Legends for Children by Yvonne Carroll (Level N)</i>• <i>The Man Who Loved Books by Jean Fritz (Level P)</i>	<ul style="list-style-type: none">• Writing Response: Students will respond on the topic.
Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none">• Exit Tickets• Notebook Checks• Conferences• Drafts	<p>Special Education:</p> <ul style="list-style-type: none">• <u>Curricular Modifications and Guidance for Students Educated in Special Class Settings</u>• <u>Subgroup Accommodations and Modifications</u>• <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> <p>Differentiation:</p> <ul style="list-style-type: none">• Preview content and concepts• Behavior management plan• Highlight text• Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none">• Alternative formative and summative assessments• Guided Reading• Personal agendas• Project-based learning• Tiered activities/assignments• Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none">• Clubbing activities• Exploration by interest• Flexible groupings
<p>Summative Assessments:</p> <ul style="list-style-type: none">• Unit Projects• Written Analysis• Summative tests• SAC (Structured Academic Controversy)• Demonstrations• Portfolio	
<p>Benchmark Assessments:</p> <ul style="list-style-type: none">• Initial Benchmark: 3rd Week of September• Mid-year Benchmark: 4th Week of January• End of year Benchmark: Last week in May	
<p>Alternative Assessments:</p>	<p>English Language Learners:</p>

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<ul style="list-style-type: none"> • Choice Projects • Portfolios • Arguments Writing Assignments • Notebook assessments • Oral Presentations • Socratic Seminars • Primary Source Analysis • <u>Social Studies Instructional Strategies</u> 	<ul style="list-style-type: none"> • <u>Subgroup Accommodations and Modifications</u> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> <p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> • <u>Subgroup Accommodations and Modifications</u> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> <p>Gifted and Talented</p> <ul style="list-style-type: none"> • <u>Subgroup Accommodations and Modifications</u> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • <u>Subgroup Accommodations and Modification</u> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u>
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • <u>Social Studies Leveled Libraries</u> • <u>Holocaust NJ State Unit</u> • <u>K-5 Social Studies Holocaust/Genocide, Prejudice & Bullying Education and Amistad Commission Connections</u> • <u>Amistad 3-5 Lesson Plans</u> • <u>The Amistad Commission's Literacy Components for Primary Grades</u> • Amistad Curriculum (K-12) <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • <u>Stanford History Education Group</u> 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • <i>Peace Begins With You</i> by Katharine Scholes (Level Q) • <i>Coolies</i> by Yin (Level Q) • <i>The Unbreakable Code</i> by Sara Hoagland Hunter (Level O) • <i>The Bobbin Girl</i> by Emily Arnold McCully (Level O) • <i>Barefoot: Escape on the Underground Railroad</i> by Pamela Edwards (Level S) • <i>Any appropriate grade 3 book applicable to the unit chosen by the teacher</i> <p>Supplemental Resources:</p> <p>Suggested Lessons for Differentiation with Small Groups:</p> <ul style="list-style-type: none"> • <u>Newsela</u> • <u>Brainpop</u>

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<ul style="list-style-type: none"> • iCivics • Teaching Tolerance • Facing History and Ourselves 	<ul style="list-style-type: none"> • National Geographic Railroad • <i>The Journal of Wong Ming-Chung: A Chinese Miner</i> by Lawrence Yep (Level M) • <i>Cheyenne Again</i> by Eve Bunting (Level M) • <i>Warriors: Navajo Code Talkers</i> by Kenji Kawano (Level Q) • <i>Kids at Work: Lewis Hine and the Crusade Against Child Labor</i> by Russell Feedback (Level T) • <i>Kids on Strike!</i> By Susan Campbell Bartoletti (Level T) • <i>Pink and Say</i> by Patricia Polacco (Level T) • <i>Allen Jay and the Underground Railroad</i> (Level O) <div> Intervention Resources: <ul style="list-style-type: none"> • Graphic Organizers • Scaffolded Notes • Closed Notes • Shared Notes and slide presentations • Study guides • Newsela • Brain Pop JR. • Readworks • CNN10 </div>
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies • Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Understand what it means to “read close” in social studies, science, and foreign language. • Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. • Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. • Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use a document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use a document camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. • Use Inspiration to create a double timeline looking at plot events and character motivation.
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items

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<ul style="list-style-type: none"> • Health Literacy • Social Justice Literacy • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills • Creativity and Innovations • Critical Thinking and Problem Solving • Communication and Collaboration 	<ul style="list-style-type: none"> • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills • Information Literacy
Career Education	Global Perspective
<ul style="list-style-type: none"> • <u>New Jersey Educational Field Trip</u> • Washington DC Trip • History Based Field Trip • Oregon Trail Webquest • Flexibility and Adaptability • Initiative and Self-Direction • Social and Cross-Cultural Skills • Productivity and Accountability • Leadership and Responsibility 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

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Unit 5: Government and Citizenship	Grade: 3rd
Unit Overview: This unit focuses on the state and local government. The students will be provided with ideas on how to make a difference in their community and examples of good citizens.	
NJ Student Learning Standards: Companion Standards: Key Ideas and Details NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. 21st-Century Life & Career Skills Career Ready Practices Act as a responsible and contributing community member and employee. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. Standard 8 Computer Science 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. Standard 9 Career Readiness, Life Literacy, and Key Skills 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. Amistad Law: N.J.S.A. 18A 52:16A-88	

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Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Primary interdisciplinary connections: Language Arts, 21st Century Life and Careers, Science, and Technology

Suggested Activities:

Math: Graphs comparing populations, Compare latitude and longitude lines to a line graph

Science: Environmental Changes, study agriculture

Social Studies Standards:

By the end of grade 5:

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

Core Ideas	Performance Expectations
Civics, Government and Human Rights: Civics and Political Institutions	
In a democracy, individuals play a role in how the government functions.	<ul style="list-style-type: none"> 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
In a representative democracy, individuals elect representatives to act on the behalf of the people.	<ul style="list-style-type: none"> 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	<ul style="list-style-type: none"> 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States. 6.1.5.CivicsPI.5: Distinguish the responsibilities and powers of government officials at various levels and branches of government. 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 how and limits the power of government is organized. 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
Civics, Government and Human Rights: Participation and Deliberation	

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Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).	<ul style="list-style-type: none"> 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials). 6.1.5.CivicsPD.3: Explain how the fundamental rights of the individual and the common good of the country depend upon all members of society exercising their civic responsibilities at the community, state, national, and global levels. 6.1.5.CivicsPD.4: Explain the process of creating change at the local, state, or national level.
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<ul style="list-style-type: none"> 6.1.5.CivicsPD.5: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
Civics, Government and Human Rights: Democratic Principles	
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<ul style="list-style-type: none"> 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
Civics, Government and Human Rights: Processes and Rules	
There are different processes for establishing rules and laws	<ul style="list-style-type: none"> 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	<ul style="list-style-type: none"> 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.
Civics, Government and Human Rights: Human and Civil Rights	
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	<ul style="list-style-type: none"> 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

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	<ul style="list-style-type: none"> 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations. 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
Civics, Government and Human Rights: Civic Mindedness	
Certain dispositions help individuals contribute to the health of American democracy.	<ul style="list-style-type: none"> 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.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good. 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society. • 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
By the end Grade 5: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
Civics, Government and Human rights: Participation and Deliberation	
Through participation in the decision making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	<ul style="list-style-type: none"> 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members. 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state or national issue.
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<ul style="list-style-type: none"> 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
Unit Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> The colonies fought against England to gain freedom. 	<ul style="list-style-type: none"> Why did the colonies fight against England? What is the difference between federal, state, and local government?

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<ul style="list-style-type: none">● The governor is elected to rule a state and a mayor is elected to rule a town.● Students can go to the town council meeting to express their concerns to the council.	<ul style="list-style-type: none">● What can you do and where can you go for your voice to be heard?	
Unit Teaching Points:		
Bend:	Concepts <i>What will students know...</i>	Skills/ Performance Expectations <i>What students will be able to do...</i>
Bend I: Good Citizen	<ul style="list-style-type: none">● Students will learn what makes a good citizen	<p>Lesson 1: (Synchronous/Mini Lesson) Teaching Point: “Today we are going to work together to come up with the definition of what makes a good citizen.”</p> <ul style="list-style-type: none">● Discussion: A good citizen is a person who respects others and their properties, and is willing to put others first, respects the environment.● Discuss students’ thoughts about what makes a good citizen. <p>Synchronous/Asynchronous Reading:</p> <ul style="list-style-type: none">● Read Aloud: Being a Good Citizen: A Book About Citizenship by Mary Small?● Discuss <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none">● Seesaw Activity: Be a Good School Citizen● Printable: Citizenship Sort <p>Lesson 2: (Synchronous/Mini Lesson) Teaching Point: “Today we are going to learn how to be helpful within our communities and what kind of help exists within the community.”</p> <ul style="list-style-type: none">● Remind students what community is, and how there are different forms of helpers in the community● Brainpop Video- Community Helpers Video<ul style="list-style-type: none">○ What does it mean to be a helper?○ What types of helpers exists within the community <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none">● Reading and Write:<ul style="list-style-type: none">○ Read: Historical - Good Citizen Biographies

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		<ul style="list-style-type: none"> ○ Writing Activity: Create a character profile on the biographies you've read. What characteristics does each person have that makes them a good citizen? <p>Lesson 3: (Synchronous/ Mini Lesson) Teaching Point: "Today we are going to learn about important citizens in our community that are there to help during difficult times."</p> <ul style="list-style-type: none"> ● Discuss the important citizens that help in the community through different roles (Doctors, nurses, firefighters, policemen) <p>Synchronous/Asynchronous</p> <ul style="list-style-type: none"> ● Youtube Video - on Clara Barton - Founder of the Red Cross ● Read about Clara Barton's life: Biography - Clara Barton ● Clara Barton Storyboard Activity <ul style="list-style-type: none"> ○ What makes Clara Barton a good citizen? ○ What impact did she have on her community? ○ How did her actions generate a larger impact around the world? <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> ● Brainpop Video: Clara Barton ● Writing Response: Discuss Clara Barton and her accomplishments
Bend II: Why must citizens follow laws	<ul style="list-style-type: none"> ● Students will learn why citizens must follow laws 	<p>Lesson 4: (Mini Lesson/Synchronous) Teaching Point: "Today we are going to define laws that citizens follow and why they are important to follow."</p> <ul style="list-style-type: none"> ● Begin the lesson with a review of responsibilities that students have to follow in their daily lives and the classroom. ● Government Organizer - share with students and discuss ● Brainpop Jr Video - Rights and Responsibilities <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> ● Seesaw Activity: Rights and Responsibilities Sort ● Writing Response: You are King or Queen of an island. There are other people on the island, but you're in charge. <ul style="list-style-type: none"> ● What rules would you make and why? (could put stimulus image up to assist) ● How would you make the rules? ● How would you make people follow the rules?

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		<ul style="list-style-type: none"> • What would happen if they didn't? Is it different for each rule? • Possible to list or as a table rather than story • Possible to draw the island – discuss signs, colours that mean yes or no, symbols • Possible to dot point on butchers paper as a group <p>Lesson 5: (Mini Lesson/Synchronous) Teaching Point: “Today we are going to learn how breaking laws can lead to consequences.”</p> <ul style="list-style-type: none"> • Have students select a law that they know about. Traffic, or otherwise • Discuss the law and explain why the law may have been made and why it's important to everyone in the community. • Youtube Video - Laws, Rights and Responsibilities <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> • Seesaw Activity: Rules and Laws Sort • Community Law Organizer - Have students complete the organizer <ul style="list-style-type: none"> ○ What if a community had no laws - Writing Activity - The students will evaluate why it's important to follow laws and the purposes of laws to help with the community. <p>Lesson 6 - DAY 1: (Mini Lesson/Synchronous) Teaching Point: “Today we are going to learn how laws have changed through time and why it's important to look at that change.”</p> <ul style="list-style-type: none"> • Brainpop Video - The Bill of Rights • Discussion: <ul style="list-style-type: none"> ○ What are the Bill of Rights ○ Why is it important to have and implement them? <p>DAY 2: Amendments (Mini Lesson/Synchronous) Teaching Point: “Today I am going to teach you why it is important to be open minded and be able to make changes to the law.”</p> <ul style="list-style-type: none"> • Discuss and share information on each of these topics: <ul style="list-style-type: none"> ○ Juneteenth ○ Women's Rights
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		<ul style="list-style-type: none"> ○ Civil Rights <p>Synchronous OR Asynchronous Activity Options:</p> <ul style="list-style-type: none"> ● Students can work in small synchronous groups or asynchronous groups. ● After briefly reading on the three movements, consider the discussion, why is it important to recognize the amendments? <p>Lesson 7: (Mini Lesson/Synchronous) Teaching Point: “Today I want to teach you that sometimes rules or laws are not enforced or unfair to a group of people.”</p> <ul style="list-style-type: none"> ● Youth Activism Photos for discussion ● Observe/Discuss: <ul style="list-style-type: none"> ○ What do you notice about the pictures? ○ What are they protesting about? ○ What do they say on the topic of rules? ● Read Aloud: <i>Let Children March</i> by Clark Robinson - Let The Children March Read Aloud Video <ul style="list-style-type: none"> ○ Compare and contrast the book and the black lives matter movement. ○ Identify and explain the importance of the movement compared to civil rights <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> ● Seesaw Activity: Fair VS Equal ● Writing Response: What is the importance of standing up for equality?
Bend III: Government	<ul style="list-style-type: none"> ● Students will learn how the government supports the citizens 	<p>Lesson 8: (Mini Lesson/Synchronous) Teaching Point: “Today I am going to teach you how the government makes the laws.”</p> <ul style="list-style-type: none"> ● Youtube Video - 3 Branches of Government ● Discussion <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> ● Constitution Scavenger Hunt - The Scavenger Hunt ● The U.S. Constitution for Kids - use the site to navigate for answers <p>Lesson 9: (Mini Lesson/Synchronous)</p>

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		<p>Teaching Point: “Today I am going to teach you how the government enforces the laws and establishes order.”</p> <ul style="list-style-type: none"> • Brainpop Video - The Judicial Branch • Facilitate a discussion helping students connect the reasons people formed and set rules in their class or community, linking to what they have learned about the need for laws and purposes of government <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> • Students begin to explore modern government’s functions of establishing order, protecting citizens and managing conflicts of the people: <ul style="list-style-type: none"> ○ You Choose - The Democracy Project ○ Functions of Government ○ Click on the various “buildings” in the picture of the town and read the interactive explanations of what government is, what role it plays in our lives and why we need a government. <p>Lesson 10: (Mini Lesson/Synchronous)</p> <p>Teaching Point: “Today I am to teach you how the government supports and protects its citizens. Have you ever heard of the phrase “every vote counts”?”</p> <ul style="list-style-type: none"> • Youtube Video - Voting for Kids <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> • Seesaw Activity: Election Writing Activity • Writing Response: Why do you think it is important to vote?
<p>Heritage Celebrate d Month Guide (Cover in all curricular areas)</p>	<p><u>Asian Pacific American Heritage: (May)</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • To become aware of the Japanese American internment during World War II • To understand how hardships can often lead to personal growth and strengthening of communities <p>Optional Read Alouds:</p>	<p>Asian Pacific American Heritage Month Lesson 1: (Synchronous/ Mini Lesson)</p> <p>Teaching Point: “In the month of May we celebrate Asian Pacific American Heritage Month. First I am going to teach you to understand the diverse cultural history and aspects of Hawaii that you may be unfamiliar with.”</p> <ul style="list-style-type: none"> • Possible Read Alouds: <ul style="list-style-type: none"> ○ <i>Our Guard in the Watchtower Became a Spring Baseball Fan at Santa Fe</i> by Kago Takamura (Level R) ○ <i>Baseball Saved Us</i> by Ken Mochizuki, illustrated by Dom Lee (Level R) <p>Asynchronous Activity Options:</p>

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	<ul style="list-style-type: none">• <i>Our Guard in the Watchtower Became a Spring Baseball Fan at Santa Fe</i> by Kago Takamura (Level R)• <i>Baseball Saved Us</i> by Ken Mochizuki, illustrated by Dom Lee (Level R) <hr/> <p>Students will:</p> <ul style="list-style-type: none">• Understand aspects of Hawaii’s diverse cultural history• Understand concepts of people, place, resources and economic activities <p>Optional Read Alouds:</p> <ul style="list-style-type: none">• <i>What’s Great About Hawaii</i> by Mary Meinking (Level N)• <i>Volcanoes</i> by Anne Schreiber (Leven Q)• <i>Magic Tree House: High Tide in Hawaii</i> by Mary Pope Osbourne (Level R)	<ul style="list-style-type: none">• Writing Response: Students will respond on the topic. <hr/> <p>Asian Pacific American Heritage Month Lesson 2: (Synchronous/ Mini Lesson)</p> <p>Teaching Point: “Today I am going to teach you how vastly diverse the continent of Asia is.”</p> <ul style="list-style-type: none">• Possible Read Alouds:<ul style="list-style-type: none">○ <i>What’s Great About Hawaii</i> by Mary Meinking (Level N)○ <i>Volcanoes</i> by Anne Schreiber (Leven Q)○ <i>Magic Tree House: High Tide in Hawaii</i> by Mary Pope Osbourne (Level R) <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none">• Writing Response: Students will respond on the topic.	
Evidence of Learning (Assessments)		Accommodations and Modifications	
<p>Formative Assessments:</p> <ul style="list-style-type: none">• Exit Tickets• Notebook Checks• Conferences• Drafts <p>Summative Assessments:</p> <ul style="list-style-type: none">• Unit Projects• Written Analysis• Summative tests• SAC (Structured Academic Controversy)• Demonstrations• Portfolio		<p>Special Education:</p> <ul style="list-style-type: none">• <u>Curricular Modifications and Guidance for Students Educated in Special Class Settings</u>• <u>Subgroup Accommodations and Modifications</u>• <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> <p>Differentiation:</p> <ul style="list-style-type: none">• <i>Preview content and concepts</i>• <i>Behavior management plan</i>• <i>Highlight text</i>• <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none">• <i>Alternative formative and summative assessments</i>• <i>Guided Reading</i>• <i>Personal agendas</i>	

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<div data-bbox="256 228 567 256" data-label="Section-Header">Benchmark Assessments:</div> <ul data-bbox="308 293 707 367" style="list-style-type: none"> Initial Benchmark: 3rd Week of September Mid-year Benchmark: 4th Week of January End of year Benchmark: Last week in May <div data-bbox="256 402 564 430" data-label="Section-Header">Alternative Assessments:</div> <ul data-bbox="308 467 659 670" style="list-style-type: none"> Choice Projects Portfolios Arguments Writing Assignments Notebook assessments Oral Presentations Socratic Seminars Primary Source Analysis <u>Social Studies Instructional Strategies</u> 	<ul data-bbox="1131 228 1491 302" style="list-style-type: none"> <i>Project-based learning</i> <i>Tiered activities/assignments</i> <i>Varying organizers for instructions</i> <div data-bbox="1083 305 1331 329" data-label="Section-Header">Low-Prep Differentiation:</div> <ul data-bbox="1131 332 1383 406" style="list-style-type: none"> <i>Clubbing activities</i> <i>Exploration by interest</i> <i>Flexible groupings</i> <div data-bbox="1083 441 1455 475" data-label="Section-Header">English Language Learners:</div> <ul data-bbox="1131 508 1764 581" style="list-style-type: none"> <u>Subgroup Accommodations and Modifications</u> <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> <div data-bbox="1083 617 1463 646" data-label="Section-Header">Students at Risk for Failure:</div> <ul data-bbox="1131 683 1764 756" style="list-style-type: none"> <u>Subgroup Accommodations and Modifications</u> <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> <div data-bbox="1083 792 1352 821" data-label="Section-Header">Gifted and Talented</div> <ul data-bbox="1131 857 1764 930" style="list-style-type: none"> <u>Subgroup Accommodations and Modifications</u> <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> <div data-bbox="1083 966 1413 995" data-label="Section-Header">Students with 504 Plans</div> <ul data-bbox="1131 1032 1764 1105" style="list-style-type: none"> <u>Subgroup Accommodations and Modification</u> <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u>
<div data-bbox="327 1170 959 1235" data-label="Section-Header">Core Instructional and Supplemental Materials Professional Resources:</div> <div data-bbox="256 1299 646 1328" data-label="Section-Header">Core Professional Resources:</div>	<div data-bbox="1098 1170 1806 1235" data-label="Section-Header">Core Instructional, Supplemental, Instructional, and Intervention Resources</div> <div data-bbox="1083 1299 1484 1328" data-label="Section-Header">Core Instructional Resources:</div> <ul data-bbox="1131 1365 1281 1414" style="list-style-type: none"> <u>NI State</u> <u>Civil Rights</u>

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<ul style="list-style-type: none"> • Social Studies Leveled Libraries • <i>The New Jersey Adventure</i> Anthony DeCondo, Gibbs-Smith Publisher • Branches of Government by John Hamilton • Government: How Local, State, and Federal Government Works by Mark Friedman • The Bill of Rights, by Patricia Ryon Quiri • The Constitution Translated for Kids by Cathy Travis • Amistad 3-5 Lesson Plans • The Amistad Commission's Literacy Components for Primary Grades • Amistad Curriculum (K-12) 	<ul style="list-style-type: none"> • <i>Our Government: The Three Branches</i> by Shelly Buchanan (Level S) • <i>Government Leaders Then and Now</i> by Lisa Zamosky (Level Q) • <i>Honesty in Government and Society</i> by Jeanne Marrie Ford (Level Q) • <i>Checks and Balances: A Look At the Power of Government</i> by Kathiann Kowalski (Level S) • <i>The Flag We Love</i> by Pam Ryan (Level Q) • <i>U.S. Government: What You Need to Know</i> by Melissa Ann Ferguson (Level Q) • <i>The Constitution of the United States</i> by Kathleen Bradely (Level T) • <i>Documents of Freedom: A Look at the Declaration of Independence, the Bill of Rights, and the U.S. Constitution</i> by Gwenyth Swain (Level S) • Any appropriate grade 3 book applicable to the unit chosen by the teacher
<p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Stanford History Education Group • iCivics • Teaching Tolerance • Facing History and Ourselves 	<p>Supplemental Resources:</p> <p>Suggested Lessons for Differentiation with Small Groups:</p> <ul style="list-style-type: none"> • Newsela • Brainpop • <i>How is a Law Passed?</i> By Susan Bright-Moore (Level N) • <i>Civic Responsibilities</i> by Karen Kenney (Level O) • <i>Rules and Laws</i> by Ann Marie Kishel (Level J) • <i>US Symbols</i> by Ann-Marie Kishel (Level K) • <i>What is the Government?</i> By Ann-Marie Kishel (Level K) <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Graphic Organizers • Scaffolded Notes • Closed Notes • Shared Notes and slide presentations • Study guides • Newsela • Brain Pop IR • Readworks • CNN10
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
<ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies • Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Understand what it means to “read close” in social studies, science, and foreign language. 	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use a document camera or overhead projector for shared reading of texts. <p>Ongoing:</p>

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<ul style="list-style-type: none"> • Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. • Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. • Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use a document • camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. • Use Inspiration to create a double timeline looking at plot events and character motivation.
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Social Justice Literacy • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills • Creativity and Innovations • Critical Thinking and Problem Solving • Communication and Collaboration 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills • Information Literacy
Career Education	Global Perspective
<ul style="list-style-type: none"> • <u>New Jersey Educational Field Trip</u> • Washington DC Trip • History Based Field Trip • Oregon Trail Webquest • Flexibility and Adaptability • Initiative and Self-Direction • Social and Cross-Cultural Skills • Productivity and Accountability • Leadership and Responsibility 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

3rd Grade Social Studies Curriculum**2022-2023 Disciplinary Concepts***Civics, Government, and Human Rights: Civic and Political Institutions*

The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> Local community and government leaders have roles and responsibilities to provide services for their community members. Rules for all to live by are a result of the actions of government, organizations, and individuals. The actions of individuals and the government affects decisions made for the common good. 	<ul style="list-style-type: none"> In a representative democracy, individuals play a role in how the government functions. In a representative democracy, individuals elect representatives to act on the behalf of the people. Levels of government (i.e., local, state, and federal) have different powers and responsibilities. 	<ul style="list-style-type: none"> Political and civic institutions impact all aspects of people's lives. Governments have different structures which impact development (expansion) and civic participation.

Civics, Government, and Human Rights: Participation and Deliberation

Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard. 	<ul style="list-style-type: none"> Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. A major role of citizens in a representative democracy is to make responsible decisions 	<ul style="list-style-type: none"> Civic participation and deliberation are the responsibility of every member of society. Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions

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	about who should govern.	
<p><i>Civics, Government, and Human Rights: Democratic Principles</i></p> <p>Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.</p>		
By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, [and] freedom to make choices). 	<ul style="list-style-type: none"> Fundamental rights that allow democratic societies to function can be seen at all levels of government in society 	<ul style="list-style-type: none"> The United States' system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law, and of opportunity, justice, and property rights. The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
<p><i>Civics, Government, and Human Rights: Processes and Rules</i></p> <p>Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.</p>		
By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> Rules and [laws are established for our safety and well-being] people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly. [Ideal processes] Processes and rules [are designed to be fair, consistent, and respectful of all people's rights] should be fair, consistent, and respectful of the human rights of all people 	<ul style="list-style-type: none"> There are different processes for establishing rules and laws. Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common 	<ul style="list-style-type: none"> In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

3rd Grade Social Studies Curriculum*Civics, Government and Human Rights: Human and Civil Rights*

Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> Individuals may be different, but all have the same basic human rights. 	<ul style="list-style-type: none"> It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. Individuals have the right to be safe and not to be bullied or discriminated against. 	<ul style="list-style-type: none"> Human and civil rights include political, social, economic, and cultural rights. [Human rights can be protected or abused in various societies.] Social and political systems have protected and denied human rights (to varying degrees) throughout time.¹² Fundamental rights are derived from the inherent worth of [every] each individual[, which] and include civil, political, social, economic, and cultural rights

Civics, Government and Human Rights: Civic Mindedness

Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open-mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions – alone or in combination with others – can make a difference is closely related to democratic principles and participation.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> Certain character traits can help individuals become productive members of their community 	<ul style="list-style-type: none"> Certain dispositions help individuals contribute to the health of American democracy 	<ul style="list-style-type: none"> The well-being of a democracy depends upon informed and effective participation of individuals committed to civility, compromise, and toleration of diversity.

Geography, People and the Environment: Spatial Views of the World

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Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • A map is a symbolic representation of selected characteristics of a place. • Geographic data can be used to identify cultural and environmental characteristics of places 	<ul style="list-style-type: none"> • Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information. 	<ul style="list-style-type: none"> • Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments and spatial patterns across Earth's surface

Geography, People and the Environment: Human Population Patterns

Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • Physical and human characteristics affect where people live (settle). • People use goods from local and distant places to meet their daily needs 	<ul style="list-style-type: none"> • Regions form and change as a result of unique physical conditions, economies, and cultures. • Patterns of settlement differ markedly from region to region, place to place, and time to time. • The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition. 	<ul style="list-style-type: none"> • The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. • Relationships between humans and environments impact spatial patterns of settlement and movement. • Global changes in population distribution patterns affect changes in land use in particular places.

Geography, People and the Environment: Human Environment Interaction

Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

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By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> Environmental characteristics influence how and where people live 	<ul style="list-style-type: none"> Environmental and cultural characteristics influence where and how people live. Human activity affects the cultural and environmental characteristics of places and regions. Cultural and environmental characteristics change over time. 	<ul style="list-style-type: none"> Cultural patterns and economic decisions influence environments and the daily lives of people. The physical and human characteristics of places and regions are connected to human identities and cultures
<p><i>Geography, People and the Environment: Global Interconnections</i></p> <p>Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.</p>		
By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> Global interconnections occur in both human and physical systems across different regions of the world. 	<ul style="list-style-type: none"> Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics. In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues 	<ul style="list-style-type: none"> Cultural and environmental practices impact the geography of an area. The environmental characteristics of places and production of goods influences the spatial patterns of world trade.
<p><i>Economics, Innovation and Technology: Economic Ways of Thinking</i></p> <p>Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.</p>		
By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> Individuals make decisions based on their needs, wants, and the availability of 	<ul style="list-style-type: none"> Economic decision-making involves setting 	<ul style="list-style-type: none"> Economic decision-making involves setting goals, weighing costs and

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<p>resources.</p> <ul style="list-style-type: none"> Limited resources influence choices. [Effective decision-making skills can help when individuals and governments make economic decisions] Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing). 	<p>goals and identifying the resources available to achieve those goals.</p> <ul style="list-style-type: none"> An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources. 	<p>benefits, and identifying the resources available to achieve those goals</p>
<p><i>Economics, Innovation and Technology: Exchange and Markets</i></p> <p>Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.</p>		
By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> Goods and services are produced and exchanged in multiple ways 	<ul style="list-style-type: none"> The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production. The exchange of goods and services can have negative and positive effects 	<ul style="list-style-type: none"> People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. Buyers and sellers interact in competitive markets based on prices that reflect scarcity of goods and services in the market. Markets exist to facilitate the exchange of goods and services. Competition among sellers and buyers exists in specific markets
<p><i>Economics, Innovation and Technology: National Economy</i></p> <p>The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)</p>		
By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> The availability of resources influences 	<ul style="list-style-type: none"> The government uses a variety of tools to pay 	<ul style="list-style-type: none"> A national economy includes studying

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<ul style="list-style-type: none"> current and future economic conditions. Governments play an economic role in the lives of individuals and communities 	<p>for the goods and services that it provides to individuals and communities.</p> <ul style="list-style-type: none"> A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress 	<p>the changes in the amounts and qualities of human capital, physical capital, and natural resources.</p> <ul style="list-style-type: none"> The production and consumption of goods and services influence economic growth, well-being, and quality of life
<p><i>Economics, Innovation and Technology: Global Economy</i></p> <p>The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.</p>		
By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> There are benefits to trading goods and services with other countries. 	<ul style="list-style-type: none"> Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation 	<ul style="list-style-type: none"> The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Economic policies require an analysis of policies that influence trade among individuals and businesses in different countries. Economic interdependence is impacted by increased specialization and trade.
<p><i>History, Culture, and Perspectives: Continuity and Change</i></p> <p>Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.</p>		

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By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • Historical timelines put events in chronological order to help people understand the past. • Understanding the past helps to make sense of the present 	<ul style="list-style-type: none"> • Chronological sequencing helps us track events over time. • Interactions of people and events throughout history have shaped the world we experience today. 	<ul style="list-style-type: none"> • Chronological sequencing helps us understand the interrelationship of historical events. • Political, economic, social, and cultural factors both change and stay the same over time. • Historical events may have single, multiple, and direct and indirect causes and effects. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
<p><i>History, Culture, and Perspectives: Understanding Perspectives</i></p> <p>Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people's perspectives.</p>		
By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • Two or more individuals can have a different understanding of the same event. • Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures 	<ul style="list-style-type: none"> • Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. • Events may be viewed differently based on one's perspective. • Historical records are shaped by the society that the creator lived in. 	<ul style="list-style-type: none"> • An individual's perspective is impacted by one's background and experiences. • Perspectives change over time. • Historical contexts and events shaped and continue to shape people's perspectives. • The perspectives of people in the present shape interpretations of the past.
<p><i>History, Culture, and Perspectives: Historical Sourcing and Evidence</i></p> <p>Historical sourcing and evidence is based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.</p>		

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By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> The nature of history involves stories of the past preserved in a variety of sources. Historians analyze accounts of history through a variety of sources, including differing accounts of the same event 	<ul style="list-style-type: none"> There are a variety of sources that help us understand the past. Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources 	<ul style="list-style-type: none"> Historical sourcing and evidence are based on a review of materials and sources from the past. Examining historical sources may answer questions but may also lead to more questions. Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.
<p><i>History, Culture, and Perspectives: Claims and Argumentation</i></p> <p>Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly.</p> <p>Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>		
By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> Historians create arguments outlining ideas or explanations based on evidence 	<ul style="list-style-type: none"> Historians use evidence from multiple sources to support their claims and arguments about the past. 	<ul style="list-style-type: none"> Historians analyze claims within sources for perspective and validity. Historians develop arguments using evidence from multiple relevant historical sources

3rd Grade Social Studies Curriculum**Social Studies Practices**

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Practice	Description
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear

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	communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.