

**Hainesport Township School District
Third Grade Social Studies
Curriculum**



**Revised to meet the June 2020 Science NJSLA-SOCIAL STUDIES
Board Approval: Jan. 4, 2024**

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[2020 New Jersey Student Learning Standards for Social Studies \(K-2\)](#)

[2020 New Jersey Student Learning Standards for Social Studies \(3-5\)](#)

[2020 New Jersey Student Learning Standards for Social Studies \(6-8\)](#)

Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;

- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLSS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSLSS-SS is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
- foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
- establish meaningful connections among the major areas of study within social studies;

- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
- reflect the habits of mind central to social studies that lead to post-secondary success.

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 communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and 5 Page Practice Description 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.

Standards in Action:

Climate Change At the core of social studies education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills – information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology

and media – at the youngest grades for the purpose of actively engaging with complex problems and learning how to take action in appropriate ways to confront persistent dilemmas and address global issues.

As an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSLSS provide a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining its effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21st Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

Structure of the NJSLSS

The organization and content of the 2020 NJSLSS reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses (N.J.A.C. 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. There are three social studies standards:

- 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. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

- 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. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

The core ideas are derived from the disciplinary concepts and students’ understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The performance expectations describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

{SOURCE: NJDOE NJSLS-S January 2022}

New Jersey Technology Standards

[2020 New Jersey Student Learning Standards: Computer Science and Design Thinking](#)

New Jersey Career Readiness, Life Literacies, and Key Skills Standards

[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

New Jersey Climate Change Standards
[2020 New Jersey Student Learning Standards: Climate Change](#)

[Legislation Enhancing AAPI Cultural and Educational Programs in New Jersey Broadcast](#)

Pacing Guide

Topic	Unit #	Unit Length
Civics	#1	9 weeks
Economics	#2	9 weeks
History	#3	9 weeks
Geography	#4	9 weeks

Social Studies Unit 1 Grade 3	
Unit Title	Civics
Recommended Pacing	9 weeks
Unit Overview	<p>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.</p> <p>Establishing the basic knowledge of the structure of a community will empower students to understand all of the aspects of the community and how the structure works together as a whole unit. The main purpose of this unit is to introduce geography and understand the structure of a community, both physical and operational. Throughout this unit, students will engage in an informational text that discusses a variety of communities, habitats, structures, cultures, traditions, and how communities are created. It is through these extensive texts that students will be able to identify the main idea, key details, ask and answer questions, use</p>

	<p>domain-specific vocabulary, and determine the author’s point of view, and establish the students’ own point of view based on evidence.</p>
<p>Social Studies Practices</p>	<ul style="list-style-type: none"> ● Identifying Similarities and Differences ● Summarizing and Note Taking ● Close Reading of Text ● Reinforcing Effort and Providing Recognition ● Homework and Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility ● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)
<p>Supplemental Class Resources</p>	<p>State of New Jersey Resources Mr. Donn's Geography-https://www.mrdonn.org/geography.html Usa Kids- https://www.usa.gov/education?source=kids ReadWorks- https://www.readworks.org/ NJDOE- https://www.state.nj.us/education/aps/cccs/ss/ NJ Statehouse- https://njstatehousetours.org/tour/ Statue of Liberty/Ellis Island- https://www.nps.gov/stli/index.htm</p>

	<p>Lenape Indians- http://www.bigorin.org/lenape_kids.htm Virtual Field Trips- https://www.discoveryeducation.com/community/virtual-field-trips/ Smithsonian Education- https://learninglab.si.edu/ http://www.smithsoniansource.org/ iCivics- https://www.icivics.org/ “The Who Was Show?”-Netflix http://www.brainpop.com/ Amistad Resources- http://www.njamistadcurriculum.net/ Holocaust Resources- https://www.nj.gov/education/holocaust/curriculum/ https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/</p>
District/School Formative Assessment Plan	<ul style="list-style-type: none"> ● Teacher Observation ● Presentations ● Quizzes/Test ● Portfolios ● Group Projects/Discussions ● Constructed Response ● Speeches/Debates ● Performance Tasks ● ELA Unit 1 Performance Tasks ● Summative Assessment <ul style="list-style-type: none"> ○ ELA Unit 2 Performance Tasks
Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy	<ul style="list-style-type: none"> ● 9.1.5.CR.1 Compare various ways to give back and relate them to your strengths, interests, and other personal factors. ● 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”

	<ul style="list-style-type: none"> ● • 9.1.5.EG.2: Describe how tax monies are spent. ● 9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals. ● • 9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.
<p>Computer Science and Design Thinking (Technology)</p>	<ul style="list-style-type: none"> ● 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. ● 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim. ● 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system ● 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints). ● 8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process. ● 8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process.
<p>Diversity, Equity, and Inclusion</p>	<p>N.J.S.A. 18A:35-4.36a Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district’s implementation of the New Jersey Student Learning Standards.</p> <p>Students will see multiple perspectives through the texts and challenge the norms of the implementation of constitutional rights in the United States throughout history.</p>
<p>Climate Change</p>	<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.

	<ul style="list-style-type: none"> ● 6.1.5.GeoHE.2: Cite examples of how technological advances have changed 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. ● 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. ● 6.1.5.EconNM.2: Use data to describe how the resources and regions in New Jersey and other regions of the United States have impacted economic opportunities. ● 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. ● 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.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.
Amistad Law	Breaking Bias: Lessons from the Amistad - The Worth of a Slave Lesson
Holocaust Law	Follow the Drinking Gourd Lesson from the NJ Commission for Holocaust Education's curriculum: Caring Makes a Difference K-4.
Asian Americans/Pacific Islanders	<p>Identify reasons for the first large-scale arrival of immigrants from Asia into the U.S.</p> <p>Describe the challenges and achievements of early Asian immigrants especially Antero Cabrera, Lee Wong Sang, Moksad Ali, and Mamie</p>

	<p>Tape</p> <p>Identify the causes and effects of court cases such as Tape vs. Hurley which helped to shape the Asian American experience</p> <p>https://asianamericanedu.org/redefine-american.html</p>
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Math Student Learning Objectives Covered in this Unit

- 3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100.
- 3.OA.D.8: 8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- 3.MD.B.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
- 3.MD.B.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters

ELA Student Learning Objectives Covered in this Unit

- RI.3.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.6- Distinguish their own point of view from that of the author of a text.
- W.3.2.- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Modifications

Unit 1 Modifications:

Gifted and Talented:

- Student choice for projects
- Access to higher level texts/ articles
- Research opportunities as an extension of content being taught
- Strategic small groups based on Reading level
- Individual project opportunities
- Critical thinking questions
- At home project suggestions

Special Education:

- Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
- Students will be provided with modified graphic organizers
- Modifications will be followed as stated in IEP
- Students will be provided small group instruction to ensure understanding of concepts
- Teachers will modify work when appropriate to meet individual needs
- Students will have access to “Read to Me” books
- Teacher will present information using a multi-sensory approach
- Strategic small group instruction based on Reading levels
- Differentiated project options and assessments

At Risk Students/504 Plans:

- Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
- Teacher will frequently check on understanding and completion of work
- Modifications followed as stated in 504 plan
- Extension on completion of assignments
- Modified amount based on individual needs
- Provide student choice within projects
- Deliver instruction based on student interests
- Small group instruction
- Positive praise/reinforcement

ELL/ESL:

- Students will be provided visual cards to support new vocabulary words related to unit
- Students will refer to visual vocabulary cards throughout unit
- Modified graphic organizers
- Peer collaboration and opportunities for partner work
- Checklists with visuals will be provided to assist task completion
- Repetition of routines and procedures will be emphasized to support learning
- Relate content to culture when possible
- Language Learning Opportunities
- Cognate Word Wall

ELL/ESL: Grades 2-3 WIDA Can Do Descriptors:

- Listening: Process recounts by • Showing what happens next based on familiar oral stories (e.g., by pointing or drawing) • Drawing or providing other visual displays of people, animals, or objects in response to oral prompts
- Speaking: Recount by • Reproducing facts or statements in context • Participating in multi-media presentations based on research
- Reading: Process recounts by • Identifying key words and phrases in illustrated text
- Writing: Recount by • Listing ideas using graphic organizers • Describing visual information

Unit One: CIVICS

NJ Student Learning Standards: Social Studies Grade 3

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through

Length: 9 weeks

Essential Questions:

1. What role do individuals play in a democratic government?
2. What is a democratic government?

government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

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.

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

3. What are the powers and responsibilities of government at the local, state, and federal levels?
4. How can people initiate change within the government?
5. What is the process for establishing rules and laws?

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.CivicsPR.2: Describe the process by which immigrants can become United States citizens.

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.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Unit Focus and Targets:

Content Vocabulary:

Community, citizen, culture, business, museums, law, government, reference work, ancestors, heritage, historic site, historical society, elect, election, ballot, majority rule, minority rights, responsibility, jury, consequence, common good, volunteer, cooperate, character trait

Routine Writing:

- Exit Ticket
- Do Now
- Reflections

	<ul style="list-style-type: none"> ● Short Constructed Response ● Note Taking
<p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Whole group discussion ● Pair-Share ● Collaborative Discussions ● Teacher directed discussions ● Student-led presentations ● Follow agreed upon rules for discussion ● Questioning techniques 	<ul style="list-style-type: none"> ● Class Debate ● Oral Reports
NJSLS Lessons:	
<p>Core Idea:</p> <ul style="list-style-type: none"> · In a representative democracy, individuals play a role in how government functions. · In a representative democracy, individuals elect representatives to act on the behalf of the people. 	<p>Performance Expectation:</p> <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

- Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
- Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.
- 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 about who should govern.
- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.
- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.
- 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 good.
- Certain dispositions help individuals contribute to the health of American democracy.

participate in government (e.g., voters, jurors, taxpayers).

- 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.
- 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.
- 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: Explain how government functions at the local, county, and state level.
- 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.
- 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.
- 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations'

governments, customs, and laws.

- 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 and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
- 6.1.5.CivicsDP.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.

- 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.
- 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.
- • 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 selfdiscipline 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.

Unit 1 Lesson 1:

LESSON TOPIC:

Learning and Growing as a Community - Good Citizenship

NJ LEARNING STANDARDS:

6.1.3. A.1.

LA.RI.3.1

LA.RI.3.2

LA.SL.3.2

LEARNING TARGET:

- Students will learn the definition of citizenship and how it applies to citizens of the United States.
- Students will explore some of the freedoms all citizens enjoy thanks to documents like the Bill of Rights and the U.S. Constitution.
- Students will discover the responsibilities that come with their rights, from the obligation to pay taxes to the importance of voting in elections.
- Students will learn how the naturalization process can open the doors of citizenship to anyone who wants to experience the American dream.

WHOLE GROUP:

- Students will read the close reading "Citizenship"
- As a class, we will read the story aloud to understand what a citizen is, what makes someone a good citizen, and ways that we can all do our part to be a good citizen in our world.

INDEPENDENT:

- Students will complete a worksheet to ask and answer questions about Citizenship. These questions are directly related to the read-aloud.

CLOSURE:

- Students will check over their assignments for any errors. Students will submit the assignment once they have completed and checked all of their work. This assignment will be graded for understanding.

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary

- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction

- Use of checklists or projects

LESSON TOPIC:

Learning and Growing as a Community - Good Citizenship

NJ LEARNING STANDARDS:

6.1.3. A.1.

LA.RI.3.1

LA.RI.3.2

LA.SL.3.2

LEARNING TARGET:

- Students will learn the definition of citizenship and how it applies to citizens of the United States.
- Students will explore some of the freedoms all citizens enjoy thanks to documents like the Bill of Rights and the U.S. Constitution.
- Students will discover the responsibilities that come with their rights, from the obligation to pay taxes to the importance of voting in elections.
- Students will learn how the naturalization process can open the doors of citizenship to anyone who wants to experience the American dream.

WHOLE GROUP:

- The students will collaborate in various activities.

INDEPENDENT:

- Students will complete a worksheet that shows the way that the video is relatable to the way that the students should be acting in the classroom.

CLOSURE:

- Students will check over their assignments for any errors. Students will submit the assignment once they have completed and checked all of their work. This assignment will be graded for understanding.

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Rewatch video
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate

- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Use of sentence starters and word bank
- Rewatch video
- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

LESSON TOPIC:

Learning and Growing as a Community

NJ LEARNING STANDARDS:

CCSS.ELA-LITERACY.RI.3.3

[CCSS.ELA-LITERACY.RI.3.4CCSS.ELA-LITERACY.RI.3.7](#)

LEARNING TARGET: Students will move beyond rote recitation of the Pledge to find meaning in its language.

WHOLE GROUP:

Students will listen to the storybook “Pledge of Allegiance” by Bill Martin Jr. and Michael Sampson.

INDEPENDENT:

- Students will complete the Google presentation “Pledge of Allegiance”
- Students will fill in boxes to complete the Pledge of Allegiance.
- Students will drag and drop answers to 4 questions pertaining to the Pledge of Allegiance.

CLOSURE:

- Students will check over the completed slides for errors.
- Students will submit the completed slideshow.

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions

- Small group instruction as needed

Tier II:

- Teacher assistance as needed
- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Teacher assistance as needed
- Chunk work
- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress

- Small group instruction
- Use of checklists or projects

LESSON TOPIC:

Learning and Growing as a Community - Good Citizenship

NJ LEARNING STANDARDS:

LA.RI.3.1

LA.RI.3.2

LA.SL.3.2

LEARNING TARGET:

- Students will learn the definition of citizenship and how it applies to citizens of the United States.
- Students will explore some of the freedoms all citizens enjoy thanks to documents like the Bill of Rights and the U.S. Constitution.
- Students will discover the responsibilities that come with their rights, from the obligation to pay taxes to the importance of voting in elections.
- Students will learn how the naturalization process can open the doors of citizenship to anyone who wants to experience the American dream.

WHOLE GROUP:

- Students will play and watch the Brainpop <https://www.brainpop.com/socialstudies/usgovernment/citizenship/>

- Tim and Moby from Brainpop will explain what good citizenship means, explore a few American freedoms, explain the rights and responsibilities that come with being a citizen, and explain how naturalization is the process by which immigrants become Americans.

INDEPENDENT:

- Students will complete the first three slides of the Google presentation “Good Citizenship” Students will drag and drop boxes to match the vocabulary words with their correct definition. Students will drag the blue circles into the box telling what good citizens do.

CLOSURE:

- Students will check over the first two completed slides for errors. Students will not submit until all of the slides have been completed.

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Look back in text for answers

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

LESSON TOPIC:

Learning and Growing as a Community - Rights and Responsibilities

NJ LEARNING STANDARDS:

LA.RI.3.1

LA.RI.3.2

LA.SL.3.2

LA.RI.3.4

LA.RI.3.10

LEARNING TARGET:

- Students will learn the rights and responsibilities of being a citizen of the United States
- Students will learn that the Bill of Rights gives us rights for being an American citizen
- Students will learn the difference between a right and a responsibility

WHOLE GROUP:

- Students will play and watch the Brainpop jr. video on The rights and responsibilities of being a citizen of the United States
- <https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/>
- Annie and Moby from Brainpop will explain the rights and responsibilities of being a citizen of the United States
- Annie and Moby will explain these rights are stated in the Bill of Rights
- Annie and Moby will explain the difference between a right and a responsibility

INDEPENDENT:

- Students will complete the Rights and Responsibilities slides on Google classroom asking to drag and drop definitions, drag and drop the right or responsibility under the correct title and drag and drop the Student right or responsibility under the correct title.

CLOSURE:

- Students will check over their work for errors
- Students will submit assignments in Google Classroom

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Pre teach vocabulary
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

LESSON TOPIC:

Learning and Growing as a Community - Rules and Laws

NJ LEARNING STANDARDS:

LA.RI.3.1

LA.RI.3.2

LA.SL.3.2

LA.RI.3.4

LA.RI.3.10

LEARNING TARGET:

- Students will learn that there are rules and laws in a community that everyone must follow
- Students will learn the difference between a rule and a law

WHOLE GROUP:

- Peers will explain what a community is and that the people in a community must obey rules and laws
- Examples and explanations of community rules and laws will be discussed in the video
-

INDEPENDENT:

- Students will complete the Rules and Laws slides on Google classroom asking to drag and drop rules and laws under the correct title

CLOSURE:

- Students will check over their work for errors

- Students will submit their assignment for a grade

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references

- Pre teach vocabulary
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

LESSON TOPIC:

Learning and Growing as a Community - Rules and Laws

NJ LEARNING STANDARDS:

LA.RI.3.1

LA.RI.3.2

LA.SL.3.2

LA.RI.3.4

LA.RI3.10

LEARNING TARGET:

- Students will learn that symbols stand for something else
- Students will learn about the symbols that represent the United States
- Students will learn how each symbol relates to the United States and what each symbol represents.

WHOLE GROUP:

- Students will play and watch the Brainpopjr. video on The US Symbols
- Annie and Moby will explain what symbols are
- Annie and Moby will give examples of US symbols and what each one represents in reference to our country
- Examples and explanations of American Symbols will be discussed in the video
- <https://jr.brainpop.com/socialstudies/citizenship/ussymbols/>

INDEPENDENT:

- Students will complete the American symbols slides on Google classroom asking what symbols are and to match 8 American symbol names with their corresponding pictures.

CLOSURE:

- Students will check over their work for errors
- Students will submit their assignment for a grade

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate

- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Pre teach vocabulary
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.

- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

LESSON TOPIC:

Learning and Growing as a Community - Rules and Laws

NJ LEARNING STANDARDS:

LA.RI.3.1

LA.RI.3.2

LA.SL.3.2

LA.RI.3.4

LA.RI.3.10

LEARNING TARGET:

- Students will learn that there are rules and laws in a community that everyone must follow
- Students will learn the difference between a rule and a law

WHOLE GROUP:

- Students will play and watch the Youtube video on The rules and laws of a community

- Peers will explain what a community is and that the people in a community must obey rules and laws
- Examples and explanations of community rules and laws will be discussed in the video

INDEPENDENT:

- Students will complete the Rules and Laws slides on Google classroom asking to drag and drop rules and laws under the correct title

CLOSURE:

- Students will check over their work for errors
- Students will submit their assignment for a grade

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
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Tier II:

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- Extended time for assignments
- Alternative forms of assessment if appropriate
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- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Pre teach vocabulary
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

LESSON TOPIC:

Learning and Growing as a Community - Rules and Laws

NJ LEARNING STANDARDS:

LA.RI.3.1

LA.RI.3.2

LA.SL.3.2

LA.RI.3.4

LA.RI.3.10

LEARNING TARGET:

- Students will learn that symbols stand for something else
- Students will learn about the symbols that represent the United States
- Students will learn how each symbol relates to the United States and what each symbol represents.

WHOLE GROUP:

- Students will play and watch the Brainpopjr. video on The US Symbols
- Annie and Moby will explain what symbols are
- Annie and Moby will give examples of US symbols and what each one represents in reference to our country
- Examples and explanations of American Symbols will be discussed in the video
- <https://jr.brainpop.com/socialstudies/citizenship/ussymbols/>

INDEPENDENT:

- Students will complete the American symbols slides on Google classroom asking what symbols are and to match 8 American symbol names with their corresponding pictures.

CLOSURE:

- Students will check over their work for errors
- Students will submit their assignment for a grade

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
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- Reduce auditory and visual distractions
- Small group instruction as needed

- Use of checklist for projects

Tier III:

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Pre teach vocabulary
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

LESSON TOPIC:

American Symbols

NJ LEARNING STANDARDS:

LA.RI.3.1

LA.RI.3.2

LA.RI.3.3

LA.RI.3.4

LA.SL.3.2

LA.RI.3.10

LEARNING TARGET:

- Students will learn that symbols stand for something else
- Students will learn about the symbols that represent the United States
- Students will learn how each symbol relates to the United States and what each symbol represents.

WHOLE GROUP:

- Annie and Moby will explain what symbols are
- Annie and Moby will give examples of US symbols and what each one represents in reference to our country
- Examples and explanations of American Symbols will be discussed in the video

INDEPENDENT:

- Students will complete the American symbols slides on Google classroom asking what symbols are and to match 8 American symbol names with their corresponding pictures.

CLOSURE:

- Students will check over their work for errors
- Students will submit their assignment for a grade

Differentiation:

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- Use of checklist for projects

Tier III:

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Pre teach vocabulary
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

Lesson Topic: Amistad: The Worth of a Slave

Essential Questions:

What was chattel slavery?

How did hopes and dreams help Black Americans get through tough times?

Learning Targets:

Students will:

Learn what chattel slavery is and how it was practiced in the United States.

Explore fictionalized account of a plantation and its enslaved people, and create a visual response to it

Discuss the inherent dignity of all people and the injustice of treating human beings like property

Standards Alignment:

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://njsbf.org/wp-content/uploads/2020/10/Amistad_Guide_Standards_Alignment-units-one-and-two.pdf

Materials: State of New Jersey Resources

Mr. Donn's Geography-<https://www.mrdonn.org/geography.html>

Usa Kids- <https://www.usa.gov/education?source=kids>

ReadWorks- <https://www.readworks.org/>

NJDOE- <https://www.state.nj.us/education/aps/cccs/ss/>

NJ Statehouse- <https://njstatehousetours.org/tour/>

Statue of Liberty/Ellis Island- <https://www.nps.gov/stli/index.htm>

Lenape Indians- http://www.bigorin.org/lenape_kids.htm

Virtual Field Trips- <https://www.discoveryeducation.com/community/virtual-field-trips/>

Smithsonian Education- <https://learninglab.si.edu/> <http://www.smithsoniansource.org/>

iCivics- <https://www.icivics.org/>

“The Who Was Show?”-Netflix

<http://www.brainpop.com/>

Amistad Resources- <http://www.njamistadcurriculum.net/>

Holocaust Resources- <https://www.nj.gov/education/holocaust/curriculum/>

<https://www.docsteach.org/> <http://www.loc.gov/teachers/> <http://www.digitalhistory.uh.edu/>

<https://www.history.com/> <http://www.quizlet.com/>

<http://www.kahoot.it/> <http://www.youtube.com/>

Squares of paper and drawing implements

Vocabulary:

Chattel Slavery Enslaved Enslaver Resistance

Lesson Topic: Follow The Drinking Gourd by Jeanette Winter

Picture book Synopsis: A friend to the slaves, Peg Leg Joe taught the other slaves in the fields "a song that secretly told the way to freedom." They would travel at night by following the stars "and looking for the signs that marked the trail." The memorized words and picture images led them through fields, across rivers, along paths of the Underground Railroad, and finally to Canada.

Objectives

- To trace the route of an escaped slave
- To recognize that freedom is hard to achieve
- To recognize that slaves were purposely kept from learning how to read and write.

- To recognize that map skills may not require paper maps Pre-Reading Activities
- Discuss the meaning of the Underground Railroad (literal vs. figurative).
- Discuss how the stars form constellations in the sky which can be 'read' for directional purposes. Throughout history, escaping people have read the stars to guide them in their flight, i.e. Moses and the Hebrews.
- Discuss how people risked their own lives to aid slaves in their escapes.
- Discuss risks the slaves took when they attempted to escape.

Discussion Questions

Note to the teacher: During the read aloud session, stop at the salient points and ask questions rather than waiting to the end of the story to ask all questions. In this way, knowledge is building throughout the story.

- How did Peg Leg Joe teach the slaves an escape route without the use of a map?
- What was the drinking gourd? What other symbolic words were in the song?
- Why did the slaves have to travel at night?
- What do we call creatures that are awake at night and asleep during the day?
- What other creatures are nocturnal? How could these other nocturnal creatures have helped the slaves? • Why would slaves cross rivers and streams?
- What would happen if the slaves were caught?
- What was the meaning of a lit lamp outside a safe house?

Activities

- Create words to your own freedom song. Be sure to include symbolic words and directions.
- Investigate and study one constellation. Find its origin and its myth. Make a visual presentation and retell the story.
- Create a diorama of a hidden room inside a safe house.
- Pretend that you are a slave escaping to freedom. Tell what things you are bringing with you. Describe your clothing. Describe your journey. Include the things you would see, hear, touch, and smell along the path to freedom.
- Write directions to your house without using the words north, east, south, or west. Make sure to include landmarks instead of directions. Trade your set of directions with a classmate. Draw a map using the set of directions given. See how accurate your directions are.

Other Suggested Sources • Sweet Clara and the Freedom Quilt by Deborah Hopkinson. New York: Dragonfly Books, Alfred A. Knopf, 1993. • The Night Crossing by Karen Ackerman. New York: Scholastic Inc., 1994. • Visit the Internet site www.nationalgeographic.com/railroad interactive site on the underground railroad.

Unit Assessments:

Formative:

- Teacher Observation
- Presentations
- Quizzes/Test
- Portfolios
- Group Projects/Discussions
- Constructed Response

Speeches/Debates

Summative:

- Performance Tasks

- Performance Tasks
- Presentations

- Summative Assessment
 - Performance Tasks

Social Studies Unit 2 Grade 3	
Unit Title	ECONOMICS
Recommended Pacing	9 weeks
Unit Overview	<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> <p>This theme throughout this unit of study is highlighting cultural differences within communities and their influence on diversity. This theme focuses on citizenship, and how people depend on one another to boost the economy. The unit exposes students to trade and</p>

	<p>money in the government, and how other governments in different cultures govern their people. This unit focuses on informational text features, comparing and contrasting past communities to present-day communities, and evaluating cause and effect relationships within the domain-specific text. In Writing skills, students will use the writing process and mentor texts to create an informative piece; focusing on a thesis statement, organizing information from multiple sources, and transitional words or phrases.</p>
<p>Social Studies Practices</p>	<ul style="list-style-type: none"> ● Identifying Similarities and Differences ● Summarizing and Note Taking ● Close Reading of Text ● Reinforcing Effort and Providing Recognition ● Homework and Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility ● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)
<p>Supplemental Class Resources</p>	<p>State of New Jersey Resources Mr. Donn's Geography-https://www.mrdonn.org/geography.html</p>

	<p>Usa Kids- https://www.usa.gov/education?source=kids ReadWorks- https://www.readworks.org/ NJDOE- https://www.state.nj.us/education/aps/cccs/ss/ NJ Statehouse- https://njstatehousetours.org/tour/ Statue of Liberty/Ellis Island- https://www.nps.gov/stli/index.htm Lenape Indians- http://www.bigorin.org/lenape_kids.htm Virtual Field Trips- https://www.discoveryeducation.com/community/virtual-field-trips/ Smithsonian Education- https://learninglab.si.edu/ http://www.smithsoniansource.org/ iCivics- https://www.icivics.org/ “The Who Was Show?”-Netflix http://www.brainpop.com/ Amistad Resources- http://www.njamistadcurriculum.net/ Holocaust Resources- https://www.nj.gov/education/holocaust/curriculum/ https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/</p>
District/School Formative Assessment Plan	<ul style="list-style-type: none"> ● Teacher Observation ● Presentations ● Quizzes/Test ● Portfolios ● Group Projects/Discussions ● Constructed Response ● Speeches/Debates ● Performance Tasks ● ELA Unit 1 Performance Tasks

	<ul style="list-style-type: none"> ● Summative Assessment <ul style="list-style-type: none"> ○ ELA Unit 2 Performance Tasks
<p>Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy</p>	<ul style="list-style-type: none"> ● 9.1.5.CR.1 Compare various ways to give back and relate them to your strengths, interests, and other personal factors. ● 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.” ● •9.1.5.EG.2: Describe how tax monies are spent. ● 9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals. ● •9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.
<p>Computer Science and Design Thinking (Technology)</p>	<p>Students will:</p> <p>Understand and use technology systems</p> <p>INDICATOR:</p> <p>8.1.5. A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>Students will:</p> <p>Select and use applications effectively and productively.</p> <p>INDICATORS:</p> <p>8.1.5. A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p>

	<p>8.1.5. A.3 Use a graphic organizer to organize information about the problem or issue.</p> <p>8.1.5. A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</p> <p>8.1.5. A.5 Create and use a database to answer basic questions.</p> <p>8.1.5. A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.</p>
<p>Diversity, Equity, and Inclusion</p>	<p>N.J.S.A. 18A:35-4.36a Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district’s implementation of the New Jersey Student Learning Standards.</p> <p>Students will see multiple perspectives through the texts and challenge the norms of the implementation of constitutional rights in the United States throughout history.</p>
<p>Climate Change</p>	<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 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. ● 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. ● 6.1.5.EconNM.2: Use data to describe how the resources and regions in New Jersey

	<p>and other regions of the United States have impacted economic opportunities.</p> <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. ● 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.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.
Amistad Law	Addressed in Unit 1
Holocaust Law	Addressed in Unit 1
Asian Americans/Pacific Islanders	<p>Identify reasons for the first large-scale arrival of immigrants from Asia into the U.S.</p> <p>Describe the challenges and achievements of early Asian immigrants especially Antero Cabrera, Lee Wong Sang, Moksad Ali, and Mamie Tape</p> <p>Identify the causes and effects of court cases such as Tape vs. Hurley which helped to shape the Asian American experience</p> <p>https://asianamericanedu.org/define-american.html</p>

Math Student Learning Objectives Covered in this Unit
3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100.

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3.MD.B.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

3.MD.B.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters

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RI.3.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.

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

Modifications

Unit 2 Modifications:

Gifted and Talented:

- Student choice for projects
- Access to higher level texts/ articles
- Research opportunities as an extension of content being taught
- Strategic small groups based on Reading level
- Individual project opportunities
- Critical thinking questions
- At home project suggestions

Special Education:

- Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
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- Modified amount based on individual needs
- Provide student choice within projects
- Deliver instruction based on student interests
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- Positive praise/reinforcement

ELL/ESL:

- Students will be provided visual cards to support new vocabulary words related to unit
- Students will refer to visual vocabulary cards throughout unit
- Modified graphic organizers
- Peer collaboration and opportunities for partner work
- Checklists with visuals will be provided to assist task completion
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- Listening: Process recounts by • Showing what happens next based on familiar oral stories (e.g., by pointing or drawing) • Drawing or providing other visual displays of people, animals, or objects in response to oral prompts
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- Writing: Recount by • Listing ideas using graphic organizers • Describing visual information

Unit 2:ECONOMICS

NJ Student Learning Standards: Social Studies Grade 3

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

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

6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

Length: 9 weeks

Essential Questions:

1. What is economic trading?
2. Why do we trade?
2. How is economic trading influenced by the government?

Unit Focus and Targets:	
<p>Content Vocabulary: Opportunity, migrate, population, tradition, multicultural, cultural identity, entrepreneur, consumer, wage, income, capital, human resource, capital resource, import, export, profit, free market, demand, supply, savings, deposit, invest, trade, cooperative</p>	<p>Routine Writing:</p> <ul style="list-style-type: none"> ● Exit Ticket ● Do Now ● Reflections ● Short Constructed Response ● Note Taking
<p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Whole group discussion ● Pair-Share ● Collaborative Discussions ● Teacher directed discussions ● Student-led presentations 	<ul style="list-style-type: none"> ● Class Debate ● Oral Reports

- Follow agreed-upon rules for discussion
- Questioning techniques

NJSLS Lessons: UNIT 2 ECONOMY

Core Idea:

- Economic decision-making involves setting goals and identifying the resources available to achieve those goals.
- An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.
- 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.
- The government uses a variety of tools to pay for the goods and services it provides to individuals and communities.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

Performance Expectation:

- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- • 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.

· Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.

· 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

· 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.

· 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

· 6.1.5.EconNE.1: Explain the ways in which the government pays for the goods and services it provides.

· 6.1.5.EconNE.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

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

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

· 6.1.5.EconNE.5: Explain how the availability of private and public goods and services is influenced by the government and

the global economy.

- 6.1.5.EconNE.6: Examine the qualities of entrepreneurs in a capitalistic society.
- 6.1.5.EconNE.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration

Unit 2 Lesson 1:

LESSON TOPIC:

LESSON TOPIC:

Economics- Needs and Wants

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

Ri.3.10

LEARNING TARGET:

- Students will learn about the difference between a need and a want
- Students will watch a BrainPop Jr. Video on Needs and Wants
- Students will answer Complete Google slides sorting needs and wants
- Students will then be asked to name 5 more needs and 5 more wants.

WHOLE GROUP:

- Students will read/listen to "Needs and Wants" on BrainPop Jr.
Students will complete two Google slides sorting between pictures that are either needs or wants.
 - Students will then be asked to name 5 more needs and 5 more wants.

INDEPENDENT:

- Students will determine if a picture is a need or a want.
- Students will then sort those pictures into the appropriate columns.
- Students will then be asked to name 5 more needs and 5 more wants.

CLOSURE:

- Students will check over their work for errors
- Students will submit their assignment for a grade

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
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- Use of checklist for projects

Tier III:

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Pre teach vocabulary
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

LESSON TOPIC:

Economics- Goods and Services

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

Ri.3.10

LEARNING TARGET:

- Students will learn about the difference between a good and a service
- Students will watch a BrainPop Jr. Video on Goods Services
- Students will answer Complete Google slides sorting Goods and Services
- Students will then be asked to drag the correct good under the picture of the person that provides that service needs.

WHOLE GROUP:

- Students will read/listen to "Goods and Services" on BrainPop Jr.
- Students will complete two Google slides sorting between pictures that are either Goods or services.
- Students will then be asked to drag the correct good under the picture of the person that provides that service needs.

INDEPENDENT:

- Students will determine if a picture is a good or service.
- Students will then sort those pictures into the appropriate columns.
- Students will then be asked to drag the correct good under the picture of the person that provides that service needs.

CLOSURE:

- Students will check over their work for errors
- Students will submit assignments in Google Classroom when completed

Differentiation:

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LESSON TOPIC:

Economics- Producers and Consumers

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

Ri.3.10

LEARNING TARGET:

- Students will learn about the difference between a producer and a consumer
- Students will watch a BrainPop Jr. Video on Goods and Services which explains producers and consumers
- Students will Complete Google slides deciding if a person is a producer or a consumer

WHOLE GROUP:

- Students will read/listen to "Goods and Services" on BrainPop Jr.
- Students will complete Google slides sorting between pictures that are either producer or consumer.

INDEPENDENT:

- Students will determine if a picture is a producer or a consumer.
- Students will then sort those pictures into the appropriate columns.

CLOSURE:

- Students will check over their work for errors
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Unit Assessments:

Formative:

- Teacher Observation
- Presentations

- Quizzes/Test
- Portfolios
- Group Projects/Discussions
- Constructed Response

Speeches/Debates

Summative:

- Performance Tasks
 - Performance Tasks
 - Presentations
- Summative Assessment
 - Performance Tasks

**Social Studies Unit 3
Grade 3**

Unit Title

HISTORY

Recommended Pacing

9 weeks

Unit Overview

This theme throughout this unit of study is history, highlighting cultural differences within communities and their influence on diversity. This theme focuses on citizenship, and how people depend on one another to boost the economy. The unit exposes students to trade and money in the government, and how other governments in different cultures govern their people. This unit focuses on informational text features, comparing and contrasting past communities to present-day communities, and evaluating cause and effect relationships within the domain-specific text. In Writing skills, students will use the writing process and mentor texts to create an informative piece; focusing on thesis statement, organizing information from multiple sources, and transitional words or phrases.

Social Studies Practices

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Close Reading of Text
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Modeling

	<ul style="list-style-type: none"> • Cooperative Learning • Setting Objectives and Providing Feedback • Cues, Questions, and Advance Organizers • Gradual Release of Responsibility • Managing response rates • Checks for Understanding • Diagrams, Charts and Graphs • Coaching • Reading Partners • Visuals • Collaborative Problem Solving • Active Engagement Strategies • Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)
Supplemental Class Resources	<p>State of New Jersey Resources</p> <p>Mr. Donn's Geography-https://www.mrdonn.org/geography.html</p> <p>Usa Kids- https://www.usa.gov/education?source=kids</p> <p>ReadWorks- https://www.readworks.org/</p> <p>NJDOE- https://www.state.nj.us/education/aps/cccs/ss/</p> <p>NJ Statehouse- https://njstatehousetours.org/tour/</p> <p>Statue of Liberty/Ellis Island- https://www.nps.gov/stli/index.htm</p> <p>Lenape Indians- http://www.bigorin.org/lenape_kids.htm</p> <p>Virtual Field Trips- https://www.discoveryeducation.com/community/virtual-field-trips/</p> <p>Smithsonian Education- https://learninglab.si.edu/ http://www.smithsoniansource.org/</p> <p>iCivics- https://www.icivics.org/</p> <p>“The Who Was Show?”-Netflix</p> <p>http://www.brainpop.com/</p> <p>Amistad Resources- http://www.njamistadcurriculum.net/</p>

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<p>District/School Formative Assessment Plan</p>	<ul style="list-style-type: none"> ● Teacher Observation ● Presentations ● Quizzes/Test ● Portfolios ● Group Projects/Discussions ● Constructed Response ● Speeches/Debates ● Performance Tasks ● ELA Unit 1 Performance Tasks ● Summative Assessment <ul style="list-style-type: none"> ○ ELA Unit 2 Performance Tasks
<p>Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy</p>	<ul style="list-style-type: none"> ● 9.1.5.CR.1 Compare various ways to give back and relate them to your strengths, interests, and other personal factors. ● 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.” ● • 9.1.5.EG.2: Describe how tax monies are spent. ● 9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals. ● • 9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.

Computer Science and Design Thinking
(Technology)

Students will:

Understand and use technology systems

INDICATOR:

8.1.5. A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Students will:

Select and use applications effectively and productively.

INDICATORS:

8.1.5. A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

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Describe the challenges and achievements of early Asian immigrants especially Antero Cabrera, Lee Wong Sang, Moksad Ali, and Mamie Tape

Identify the causes and effects of court cases such as Tape vs. Hurley which helped to shape the Asian American experience

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Unit 3: HISTORY

NJ Student Learning Standards: Social Studies Grade 3

Length: 9 weeks

Essential Questions:

1. Why is it important to understand the perspectives of other

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.

cultures in an interconnected world?

2. What type of impact do different perspectives have on our world?
3. Why are historical records so important?

Unit Focus and Targets:

Content Vocabulary:

Opportunity, migrate, population, tradition, multicultural, cultural identity, entrepreneur, consumer, wage, income, capital, human resource, capital resource, import, export, profit, free market, demand, supply, savings, deposit, invest, trade, cooperative

Routine Writing:

- Exit Ticket
- Do Now
- Reflections
- Short Constructed Response
- Note Taking

Speaking and Listening:

- Whole group discussion
- Pair-Share
- Collaborative Discussions
- Teacher directed discussions
- Student-led presentations
- Follow agreed-upon rules for discussion
- Questioning techniques

- Class Debate
- Oral Reports

NJSLS Lessons:

Core Idea:

Historical records are shaped by the society that the creator lived in.

Performance Expectation:

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 3 Lesson 1:

LESSON TOPIC:

50 States

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

Ri.3.10

LEARNING TARGET:

- Students will be introduced to the 50 states of America

WHOLE GROUP:

- Students will watch a video singing the name of the 50 states <https://www.youtube.com/watch?v=Jr4SmWDgMgk>
- Then, students will talk about the states and each state's respective capital

INDEPENDENT:

- Students will have a blank map of the country and will have to write the name of each state in the correct space.

CLOSURE:

- Students will check over their work for errors
- Students will submit their assignment for a grade

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Use of sentence starters and word bank
- Utilize book to look up answers

- Provide visuals for references
- Pre teach vocabulary
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

Closure:

LESSON TOPIC:

50 States

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

Ri.3.10

LEARNING TARGET:

- Students will use Google to research their given state to find the state's capital city.

WHOLE GROUP:

Students will be shown how to use Google to search for information about their state: today's topic is state capital city.

INDEPENDENT:

- Students will research their state and fill in the "capital" section of the google slide.

CLOSURE:

- Students will check over their work for errors
- Students will submit their assignment for a grade

LESSON TOPIC:

50 States

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

Ri.3.10

LEARNING TARGET:

- Students will use Google to research their given state to find the state's manufacturing, landforms, agriculture, and waterways.

WHOLE GROUP:

- Students will be shown how to use Google to search for information about their state: today's topic is the state's manufacturing, landforms, agriculture, and waterways.

INDEPENDENT:

- Students will research their state and fill in the respective sections of the google slide.

CLOSURE:

- Students will check over their work for errors
- Students will turn in their Google slide stating the state's manufacturing, landforms, agriculture, and waterways.

Differentiation:

General Accommodations/Modifications:

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LESSON TOPIC:

50 States

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

Ri.3.10

LEARNING TARGET:

- Students will use Google to research their given state to find the state's symbols - motto, nickname, flower, tree, bird, and animal. .

WHOLE GROUP:

- Students will be shown how to use Google to search for information about their state: today's topic is -state symbols motto, nickname, flower, tree, bird, and animal.

INDEPENDENT:

- Students will turn in their Google slide stating the state symbols' motto, nickname, flower, tree, bird, and animal.

CLOSURE:

- Students will check over their work for errors
- Students will turn in their Google slide stating the state's symbols motto, nickname, flower, tree, bird, and animal.

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
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LESSON TOPIC:

50 States

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

Ri.3.10

LEARNING TARGET:

- Students will use Google to research their given state to find famous people that come from their state, landmarks found in their state, and events that took place in their state.

WHOLE GROUP:

- Students will be shown how to use Google to search for information about their state: today's topic is -famous people that come from their state, landmarks found in their state, and events that took place in their state.

INDEPENDENT:

- Students will use Google to find famous people that come from their state, landmarks found in their state, and events that took place in their state.

CLOSURE:

- Students will check over their work for errors
- Students will turn in their Google slide stating famous people that come from their state, landmarks found in their state, and events that took place in their state

Differentiation:

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LESSON TOPIC:

50 States

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

Ri.3.10

LEARNING TARGET:

- Students will use Google to find and copy/paste a clear map of their state and use text boxes to label major landmarks, cities, and rivers.

WHOLE GROUP:

- Students will be shown how to use Google to find and copy/paste a clear map of their state and use text boxes to label major landmarks, cities, and rivers.

INDEPENDENT:

- Students will use Google to find and copy/paste a clear map of their state and use text boxes to label major landmarks, cities, and rivers

CLOSURE:

- Students will check over their work for errors
- Students will turn in their Google slide to find and copy/paste a clear map of their state and use text boxes to label major landmarks, cities, and rivers.

Differentiation:

General Accommodations/Modifications:

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LESSON TOPIC:

50 States

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

Ri.3.10

LEARNING TARGET:

- Students will be introduced to the 50 states of America
- Students will watch 2 videos giving brief tours and information about the 50 States.
- Students will be asked to start thinking about topics they are curious about that pertain to other states

WHOLE GROUP:

- Students will watch a video singing the name of the 50 states <https://www.youtube.com/watch?v=Jr4SmWDgMgk>
- Then, students will talk about the states and each state's respective capital
- Students will watch/listen to 2 videos giving brief tours/descriptions of the 50 states

INDEPENDENT:

- Students will have a blank map of the country and will have to write the name of each state in the correct space.

CLOSURE:

- Students will check over their work for errors
- Students will submit their assignment for a grade

Differentiation:**General Accommodations/Modifications:**

- Extended time for assignments
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Unit Assessments:

Formative:

- Teacher Observation
- Presentations
- Quizzes/Test
- Portfolios
- Group Projects/Discussions

- Constructed Response

Speeches/Debates

Summative:

- Performance Tasks
 - Performance Tasks
 - Presentations
- Summative Assessment
 - Performance Tasks

Social Studies Unit 4 Grade 3	
Unit Title	GEOGRAPHY
Recommended Pacing	9 weeks

<p>Unit Overview</p>	<p>The theme throughout this unit is learning that globes and maps represent our world. Students will discover that geography, climate and weather, and availability of resources impact where and how people live and work in different regions of New Jersey. Mount Holly is a diverse community with people from many different cultural backgrounds. People make choices about how to use and distribute natural resources and these choices impact our environment. It is important to recognize and identify the thoughts, feelings and perspectives of others. Our actions have consequences so we need to think before we act and try to make positive choices.</p>
<p>Social Studies Practices</p>	<ul style="list-style-type: none"> ● Identifying Similarities and Differences ● Summarizing and Note Taking ● Close Reading of Text ● Reinforcing Effort and Providing Recognition ● Homework and Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility ● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal,

	(notebook), student portfolios, conference logs, data charts/logs, etc.)
Supplemental Class Resources	<p>State of New Jersey Resources</p> <p>Mr. Donn's Geography-https://www.mrdonn.org/geography.html</p> <p>Usa Kids- https://www.usa.gov/education?source=kids</p> <p>ReadWorks- https://www.readworks.org/</p> <p>NJDOE- https://www.state.nj.us/education/aps/cccs/ss/</p> <p>NJ Statehouse- https://njstatehousetours.org/tour/</p> <p>Statue of Liberty/Ellis Island- https://www.nps.gov/stli/index.htm</p> <p>Lenape Indians- http://www.bigorin.org/lenape_kids.htm</p> <p>Virtual Field Trips- https://www.discoveryeducation.com/community/virtual-field-trips/</p> <p>Smithsonian Education- https://learninglab.si.edu/ http://www.smithsoniansource.org/</p> <p>iCivics- https://www.icivics.org/</p> <p>“The Who Was Show?”-Netflix</p> <p>http://www.brainpop.com/</p> <p>Amistad Resources- http://www.njamistadcurriculum.net/</p> <p>Holocaust Resources- https://www.nj.gov/education/holocaust/curriculum/</p> <p>https://www.docsteach.org/</p> <p>http://www.loc.gov/teachers/</p> <p>http://www.digitalhistory.uh.edu/</p> <p>https://www.history.com/</p> <p>http://www.quizlet.com/</p> <p>http://www.kahoot.it/</p> <p>http://www.youtube.com/</p>
District/School Formative Assessment Plan	<ul style="list-style-type: none"> ● Teacher Observation ● Presentations ● Quizzes/Test ● Portfolios ● Group Projects/Discussions

	<ul style="list-style-type: none"> ● Constructed Response ● Speeches/Debates ● Performance Tasks ● ELA Unit 1 Performance Tasks ● Summative Assessment <ul style="list-style-type: none"> ○ ELA Unit 2 Performance Tasks
<p>Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy</p>	<ul style="list-style-type: none"> ● 9.1.5.CR.1 Compare various ways to give back and relate them to your strengths, interests, and other personal factors. ● 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.” ● • 9.1.5.EG.2: Describe how tax monies are spent. ● 9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals. ● • 9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.
<p>Computer Science and Design Thinking (Technology)</p>	<p>Students will:</p> <p>Understand and use technology systems</p> <p>INDICATOR:</p> <p>8.1.5. A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>Students will:</p> <p>Select and use applications effectively and productively.</p> <p>INDICATORS:</p>

	<p>8.1.5. A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5. A.3 Use a graphic organizer to organize information about the problem or issue.</p> <p>8.1.5. A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</p> <p>8.1.5. A.5 Create and use a database to answer basic questions.</p> <p>8.1.5. A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.</p>
Diversity, Equity, and Inclusion	N.J.S.A. 18A:35-4.36a Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district’s implementation of the New Jersey Student Learning Standards.
Climate Change	<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 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. ● 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. ● 6.1.5.EconNM.2: Use data to describe how the resources and regions in New Jersey

	<p>and other regions of the United States have impacted economic opportunities.</p> <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. ● 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.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.
Amistad Law	Addressed in Unit 1
Holocaust Law	Addressed in Unit 1
Asian Americans/Pacific Islanders	<p>Identify reasons for the first large-scale arrival of immigrants from Asia into the U.S.</p> <p>Describe the challenges and achievements of early Asian immigrants especially Antero Cabrera, Lee Wong Sang, Moksad Ali, and Mamie Tape</p> <p>Identify the causes and effects of court cases such as Tape vs. Hurley which helped to shape the Asian American experience</p> <p>https://asianamericanedu.org/define-american.html</p>

Math Student Learning Objectives Covered in this Unit

3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100.

3.OA.D.8: 8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

3.MD.B.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

3.MD.B.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters

ELA Student Learning Objectives Covered in this Unit

RI.3.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.6- Distinguish their own point of view from that of the author of a text.

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

Modifications

Unit 4 Modifications:

Gifted and Talented:

- Student choice for projects
- Access to higher level texts/ articles
- Research opportunities as an extension of content being taught
- Strategic small groups based on Reading level
- Individual project opportunities
- Critical thinking questions
- At home project suggestions

Special Education:

- Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
- Students will be provided with modified graphic organizers
- Modifications will be followed as stated in IEP
- Students will be provided small group instruction to ensure understanding of concepts
- Teachers will modify work when appropriate to meet individual needs
- Students will have access to “Read to Me” books
- Teacher will present information using a multi-sensory approach
- Strategic small group instruction based on Reading levels
- Differentiated project options and assessments

At Risk Students/504 Plans:

- Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
- Teacher will frequently check on understanding and completion of work
- Modifications followed as stated in 504 plan
- Extension on completion of assignments
- Modified amount based on individual needs
- Provide student choice within projects
- Deliver instruction based on student interests
- Small group instruction
- Positive praise/reinforcement

ELL/ESL:

- Students will be provided visual cards to support new vocabulary words related to unit
- Students will refer to visual vocabulary cards throughout unit
- Modified graphic organizers
- Peer collaboration and opportunities for partner work
- Checklists with visuals will be provided to assist task completion
- Repetition of routines and procedures will be emphasized to support learning
- Relate content to culture when possible
- Language Learning Opportunities
- Cognate Word Wall

ELL/ESL: Grades 2-3 WIDA Can Do Descriptors:

- Listening: Process recounts by • Showing what happens next based on familiar oral stories (e.g., by pointing or drawing) • Drawing or providing other visual displays of people, animals, or objects in response to oral prompts
- Speaking: Recount by • Reproducing facts or statements in context • Participating in multi-media presentations based on research
- Reading: Process recounts by • Identifying key words and phrases in illustrated text
- Writing: Recount by • Listing ideas using graphic organizers • Describing visual information

Unit 4: GEOGRAPHY

NJ Student Learning Standards: Social Studies Grade 3

G.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.3: Demonstrate how to use digital geographic tools, maps, and globes to measure distances and determine time zones, and locations using latitude and longitude.

Length: 9 weeks

Essential Questions:

- How do globes and maps help me to understand my world?
- What are the different regions of New Jersey and how are they impacted by geography, climate and weather, and the availability of resources?
- How do geography, climate and weather, and natural resources affect the way people live and work in Mount Holly and Burlington County?
- How do we impact the environment through our use of natural resources?

Unit Focus and Targets:

Content Vocabulary:

Opportunity, migrate, population, tradition, multicultural, cultural identity, entrepreneur, consumer, wage, income, capital, human resource, capital resource, import, export, profit, free market, demand, supply, savings, deposit, invest, trade, cooperative

Routine Writing:

- Exit Ticket
- Do Now
- Reflections
- Short Constructed Response
- Note Taking

Speaking and Listening:

- Whole group discussion
- Pair-Share
- Collaborative Discussions

- Class Debate
- Oral Reports

- Teacher directed discussions
- Student-led presentations
- Follow agreed-upon rules for discussion
- Questioning techniques

NJSLS Lessons:

Core Idea:

Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.

Performance Expectation:

- 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.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.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.

Unit 4 Lesson 1:

Students will know...

- A **map** is a drawing of all or part of the Earth's surface. Its basic purpose is to show where things are. Maps may show visible features, such as oceans, rivers and lakes, forests, buildings, and roads. Most maps are drawn on a flat surface.
- The Earth is so large that we cannot see all of it at once. A model of the Earth helps **us** to see what the whole Earth looks like. A **globe** is a better model of the Earth than a flat map. That is because the Earth is a **sphere**, like a ball.
- Globes and maps often use symbols or colors to represent things, and the **key** explains what they mean.
- A **compass rose**, a drawing showing different directions on a map, is usually found somewhere on the edge of a map. It shows the four **cardinal directions**, which are north, south, east, and west.
- There are two main **types of maps: political maps** and **physical maps**. **Physical maps** show the shape of the land: hills, lakes, forests, the coast, etc. **Political maps** show how the land is used by people: countries, states, counties, town boundaries, etc.
- We can use political and physical maps to learn about the people, geography, climate and weather, and natural resources in Mount Holly as well as other towns, cities and regions of New Jersey.
- New Jersey can be divided into four different geographical **regions**: the Atlantic Coastal Plain, the Piedmont, the New England Upland or Highlands, and the Appalachian Ridge and Valley.
- The different regions of New Jersey are impacted by geography, climate and weather, and the availability of resources.
- The **Atlantic Coastal Plain** features low hills, pine forests, and salt marshes, and is located in the southern part of New Jersey. This area includes the Barrier Islands, which have sandy beaches.
- Northeast of the Coastal Plain is the **Piedmont**, where the Hudson, Passaic, Ramapo, and Raritan rivers cross. This region has rolling hills and narrow valleys, and it's where most of New Jersey's major cities are located.
- Toward the west is the **New England Upland**, also called the **Highlands**. This area has flat-topped rock ridges and many lakes.

- The **Appalachian Ridge and Valley** is a mountainous region in New Jersey's northwest corner. It includes the Kittatinny Mountains and the Delaware Water Gap, an opening created when the Delaware River cut through the Appalachian mountains millions of years ago.

Students will be able to...

- **Compare** and **contrast** information that can be found on political and physical maps
- **Utilize** a key to identify and locate information about the people, geography, climate and weather, and natural resources in the four regions of New Jersey
- **Compare** and **contrast** infoLESSON TOPIC:

Map Skills

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

RI.3.10

LEARNING TARGET:

- Students will be able to identify what a map is
- Students will be able to identify the difference between a map and a globe
- Students will be able to identify when it would be appropriate to use a map or globe

WHOLE GROUP:

- Students will watch the BrainPop Jr. video on "Reading a map".
- <https://jr.brainpop.com/socialstudies/geography/readingmaps/>
- Students will then complete a cardinal direction worksheet to label North, East, South and West. Students will answer questions about the directions on a map

INDEPENDENT:

- Students will complete a worksheet to determine the cardinal directions. Students will then partake in an activity to verbally state which places are North, East, South, or West of a given location.

CLOSURE:

- Students will check over their work for errors
- Students will submit their assignment for a grade

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Pre teach vocabulary
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

LESSON TOPIC:

Map Skills

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

RI.3.10

LEARNING TARGET:

- Students will be able to identify locations on a map

WHOLE GROUP:

- Students will watch the Brainpopjr. video on "Reading a map".
- <https://jr.brainpop.com/socialstudies/geography/readingmaps/>
- Students will complete worksheet titled "Campground" to answer questions

INDEPENDENT:

- Students will complete a worksheet to answer questions about a campsite. The questions will be about the cardinal directions. Students will use a compass rose and a map key to answer questions about the locations on the map.

CLOSURE:

- Students will check over their work for errors

- Students will submit their assignment for a grade

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Pre teach vocabulary

- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

LESSON TOPIC:

Map Skills

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

RI.3.10

LEARNING TARGET:

- Students will be able to identify what a map is
- Students will be able to identify the directions on a compass rose

WHOLE GROUP:

- Students will complete two worksheets today. The first worksheet is titled "Reading a Map of Davis Street". This worksheet will ask students to label parts of the map by using a map key and a compass rose. The students will complete the map and answer questions about the directions of specific locations. The second worksheet is titled "Weather Watch" . This worksheet will ask students to use a map key to answer questions about the weather in specific parts of the map.

INDEPENDENT:

- Students will complete two worksheets to answer questions about a map using the compass rose and map key. Students will then partake in an activity to verbally explain points that are North, East, South, or West of a given location.

CLOSURE:

- Students will check over their work for errors
- Students will submit their assignment for a grade

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Pre teach vocabulary
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

LESSON TOPIC:

Map Skills

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

RI.3.10

LEARNING TARGET:

- Students will be able to identify what a map is
- Students will be able to identify the cardinal directions and 8 compass points and intermediate directions on a compass rose.

WHOLE GROUP:

- Students will watch a video about the compass rose.
- Students will then complete a worksheet to determine North, East, South, West, North East, South East, North West, and South West. Students will answer questions about the directions on a map

INDEPENDENT:

- Students will complete a worksheet to determine the 8 cardinal directions. Students will then partake in an activity to verbally state which places are North, East, South, West, North East, South East, North West, and South West of a given location.

CLOSURE:

- Students will check over their work for errors
- Students will submit their assignment for a grade

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Use of sentence starters and word bank
- Utilize book to look up answers

- Provide visuals for references
- Pre teach vocabulary
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

LESSON TOPIC:

Map Skills

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

RI.3.10

LEARNING TARGET:

- Students will be able to identify what a map is

- Students will be able to label locations on a map based on the directions that are given to them verbally
- students will complete a worksheet titled " Royal Castle Floor Plan"

WHOLE GROUP:

- Students will create a map by listening to verbal directions. The directions that are read aloud will follow a blank map that is given to the students. The directions tell the students what to label each room of the Royal Castle. Students will use the cardinal directions to label the castle, and then will create a map key to label the rooms.

INDEPENDENT:

- Students will create a map by listening to verbal directions. The directions that are read aloud will follow a blank map that is given to the students. The directions tell the students what to label each room of the Royal Castle.

CLOSURE:

- Students will check over their work for errors
- Students will submit their assignment for a grade

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Use of sentence starters and word bank
- Utilize book to look up answers
- Provide visuals for references
- Pre teach vocabulary
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

LESSON TOPIC:

Map Skills

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

RI.3.10

LEARNING TARGET:

- Students will be able to identify what a map is
- Students will be able to label locations on a map based on where they are located in the classroom.

WHOLE GROUP:

- Students will create a map of the classroom. This map must include a map key, a compass rose, and important parts of the classroom to be labeled.

INDEPENDENT:

- Students will create a map by listening to verbal directions of specific places that need to be marked on the classroom map.

CLOSURE:

- Students will check over their work for errors
- Students will submit their assignment for a grade

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Use of sentence starters and word bank
- Utilize book to look up answers

- Provide visuals for references
- Pre teach vocabulary
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

LESSON TOPIC:

Map Skills

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

RI.3.10

LEARNING TARGET:

- Students will be able to create a map of the classroom

- Students will create a map key, title, and compass rose for their classroom map.

WHOLE GROUP:

- Students will create a map of the classroom. They will have time to look around the classroom and list important parts of the room that they would like to include on their map. The map must have a Title, Map Key, and Compass Rose. The students will then have the opportunity to present their map to the class.

CLOSURE:

- Students will check over their work for errors. They will present the map to the class.
- Students will submit their assignment for a grade

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Look back in text for answers
- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary

- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

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- Utilize book to look up answers
- Provide visuals for references
- Pre teach vocabulary
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

LESSON TOPIC:

Map Skills

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

Ri.3.10

LEARNING TARGET:

- Students will be able to identify their town, state, country, continent, and planet

WHOLE GROUP:

- Students will watch a video reading the story "Me On A Map" <https://www.youtube.com/watch?v=vhjTB0GIENw>
- Then, students will discuss the story, and discuss themselves on a map.
 - Town- Mount Holly, State- NJ, Country- USA, Continent- North America, Planet- Earth

INDEPENDENT:

- Students will complete the activity "Me On A Map"
- This activity requires students to draw and label their town, state, country, continent, and planet.

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
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- Provide visuals for references
- Pre teach vocabulary
- Additional time for assignments

- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

LESSON TOPIC:

Map Skills

NJ LEARNING STANDARDS:

RI.3.1

RI.3.4

RI.3.7

Ri.3.10

LEARNING TARGET:

- Students will be able to identify their town, state, country, continent, and planet

WHOLE GROUP:

- Students will watch a video reading the story "Me On A Map" <https://www.youtube.com/watch?v=vhjTB0GIENw>
- Then, students will discuss the story and discuss themselves on a map.
 - Town- Hainesport, State- NJ, Country- USA, Continent- North America, Planet- Earth

INDEPENDENT:

- Students will complete the activity "Me On A Map"
- This activity requires students to draw and label their town, state, country, continent, and planet.
- [Where Do I Live? Geography Activity](#)

CLOSURE:

- Students will check over their work for errors
- Students will submit their assignment for a grade

Differentiation:

General Accommodations/Modifications:

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- Use of sentence starters and word bank
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- Provide visuals for references
- Pre teach vocabulary
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction

- Use of checklists or projects

Unit Assessments:**Formative:**

- Teacher Observation
- Presentations
- Quizzes/Test
- Portfolios
- Group Projects/Discussions
- Constructed Response

Speeches/Debates

Summative:

- Performance Tasks

- Performance Tasks
- Presentations

- Summative Assessment

- Performance Tasks

Performance Tasks

- ELA Performance Tasks

- Summative Assessment

- ELA Performance Tasks

2020 New Jersey Student Learning Standards - Social Studies Overview

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 government affect decisions made for the common good. 	<ul style="list-style-type: none"> In a representative democracy, individuals play a role in how 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 about who should govern. 	<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.

Civics, Government, and Human Rights: Democratic Principles

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.

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.

Civics, Government, and Human Rights: Processes and Rules

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.

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.• Processes and rules 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 good.	<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.

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.	<ul style="list-style-type: none">• Human and civil rights include political, social, economic, and cultural rights.• Social and political systems have protected and denied

	<ul style="list-style-type: none"> • Individuals have the right to be safe and not to be bullied or discriminated against. 	<p>human rights (to varying degrees) throughout time.</p> <ul style="list-style-type: none"> • Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic, and cultural rights.
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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

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.

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.

Geography. People and the Environment: Global Interconnections

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.

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.

Economics, Innovation and Technology: Economic Ways of Thinking

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.

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 resources. Limited resources influence choices. Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing). 	<ul style="list-style-type: none"> Economic decision-making involves setting goals and identifying the resources available to achieve those goals. An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources. 	<ul style="list-style-type: none"> Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.

Economics, Innovation and Technology: Exchange and Markets

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.

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. 	<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

	<ul style="list-style-type: none"> • The exchange of goods and services can have negative and positive effects. 	<p>on prices that reflect scarcity of goods and services in the market.</p> <ul style="list-style-type: none"> • Markets exist to facilitate the exchange of goods and services. • Competition among sellers and buyers exists in specific markets.
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Economics, Innovation and Technology: National Economy

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.)

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 current and future economic conditions. • Governments play an economic role in the lives of individuals and communities. 	<ul style="list-style-type: none"> • The government uses a variety of tools to pay for the goods and services that it provides to individuals and communities. • A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress. 	<ul style="list-style-type: none"> • A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. • The production and consumption of goods and services influence economic growth, well-being and quality of life.

Economics, Innovation and Technology: Global Economy

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.

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,

		<p>physical, and financial capital.</p> <ul style="list-style-type: none"> • 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.
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History, Culture, and Perspectives: Continuity and Change

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.

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, direct and indirect causes and effects. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

History, Culture, and Perspectives: Understanding Perspectives

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.

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 	<ul style="list-style-type: none"> • Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. 	<ul style="list-style-type: none"> • An individual's perspective is impacted by one's background and experiences. • Perspectives change over

<p>understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</p>	<ul style="list-style-type: none"> • Events may be viewed differently based on one's perspective. • Historical records are shaped by the society that the creator lived in. 	<p>time.</p> <ul style="list-style-type: none"> • Historical contexts and events shaped and continue to shape people's perspectives. • The perspectives of people in the present shape interpretations of the past.
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History, Culture, and Perspectives: Historical Sourcing and Evidence

Historical sourcing and evidence are 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.

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.

History, Culture, and Perspectives: Claims and Argumentation

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. 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.

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.

New Jersey Administrative Code Summary and Statutes

The 2020 NJSLSS continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools:

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

Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

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.

Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)

Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Elementary Social Studies Requirements:

- Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3)

Middle School Requirements:

- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)

Laura Wooten Law (N.J.S.A. 18A:35-41)

Each board of education shall provide a course of study in civics, which shall be taken by all students in an appropriate middle school grade. The course shall address: the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. The board shall ensure that the course of study includes a minimum of two quarters of instruction, or the equivalent.

LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

NJSL STANDARDS AND HTSD GRADE LEVEL RESOURCES, K-8

- Standards by the End of Grade 2
- Standards by the End of Grade 5
- Standards by the End of Grade 8