

## Green Township School District Grade 3 Social Studies Curriculum - Revised 2017

Pacing: 4- 5 weeks		Unit 1 Geography
		<b>Unit 1 Essential Questions</b>  <i>Why is geography important?</i>  <i>How does geography affect where we live?</i>  <i>How do communities change over time?</i>  <i>How do we determine the correct map to use for a specific purpose?</i>
Unit 1 Social Studies Standards	Activities to Support Student Learning	
6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.	Using websites like Mapbox.com and Google Maps to compare information found on different types of maps.	<ul style="list-style-type: none"> <li>• Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> <li>• Places are jointly characterized by their physical and human properties.</li> <li>• The physical environment can both accommodate and be endangered by human activities</li> <li>• Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li> <li>• Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</li> <li>• Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</li> </ul>
6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.	Students will use utilize Mapbox.com and Google Maps to analyze how the location of specific sites in the United States and the world are related to cultural diffusion and economic interdependence.	
6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.	Measuring distances on an interactive map: <a href="http://nationalgeographic.org/activity/measuring-distances-map/">http://nationalgeographic.org/activity/measuring-distances-map/</a>  Latitude and longitude puzzle: <a href="http://nationalgeographic.org/activity/latitude-longitude-puzzle/">http://nationalgeographic.org/activity/latitude-longitude-puzzle/</a>	

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	Latitude and longitude song: <a href="http://slideplayer.com/slide/1406172/">http://slideplayer.com/slide/1406172/</a>	
6.1.4.B.4 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.	Use physical maps, climate map and Natural resources map <a href="http://nationalgeographic.org/activity/reading-resource-map/">http://nationalgeographic.org/activity/reading-resource-map/</a> to describe how landforms, climate, weather and resources impact where and how people live.	
6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.	Map showing human impact on environment <a href="http://news.nationalgeographic.com/2016/08/human-footprint-map-ecological-impact/#/human-footprint-1-0.jpg">http://news.nationalgeographic.com/2016/08/human-footprint-map-ecological-impact/#/human-footprint-1-0.jpg</a>	
6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.	Use physical maps to determine why some locations are/are not suited for human settlement.	
6.1.4.B.8 Compare ways people choose to use and distribute natural resources.	Natural resources map <a href="http://nationalgeographic.org/activity/reading-resource-map/">http://nationalgeographic.org/activity/reading-resource-map/</a>	
6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.	In pairs, students should choose a major city in New Jersey and identify geographic features, average salary, and cultures within the designated area.	

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Unit 1 Grade 3 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
Google Classroom questions Kahoot: review sessions Exit tickets Class discussions Newsela quizzes and responses*	Student portfolios Research projects End of unit test
Core Instructional Materials	District/School Supplementary Resources
Nationalgeographic.com News.nationalgeographic.org Mapbox.com Google Maps	Newsela Discovery Ed Scholastic Storyworks

Plan for Language Study Grade 3 Unit 1		
<b><u>New:</u></b> cardinal directions compass rose continent globe hemisphere latitude longitude map key scale time zones	<b><u>Review:</u></b> map landforms	<b><u>Academic Vocabulary:</u></b> compare contrast explain describe

Interdisciplinary Connections throughout the K-12 Curriculum Unit 1 Grade 3
<b><u>ELA:</u></b> RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6. Distinguish their own point of view from that of the author of a text. Integration of Knowledge and Ideas
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.7. Conduct short research projects that build knowledge about a topic. W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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Please see relevant projects for technology standards [8.1](#) and [8.2](#):

### Differentiation / Accommodations / Modifications

#### **Gifted and Talented:**

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### **English Language Learners:**

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

##### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

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### Students with Disabilities:

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

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- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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### **Students at Risk of School Failure:**

#### **Modifications for Classroom**

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Pacing 5-6 weeks		UNIT 2 Settling America	
Unit 2 Social Studies Standards		Unit 2 Essential Questions	
Activities to Support Student Learning		<p><i>Who were the early settlers?</i></p> <p><i>Why did the early settlers come to The New World?</i></p> <p><i>What geographical features helped the settlers determine where to for settlements?</i></p> <p><i>How did the settlers and Native Americans influence and impact each other?</i></p>	
6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.	<p>Short video on Discovery Ed about the early settlers.  <a href="https://app.discoveryeducation.com/learn/videos/d662b5e9-906f-4127-9de0-78b0f743c12c?hasLocalHost=false">https://app.discoveryeducation.com/learn/videos/d662b5e9-906f-4127-9de0-78b0f743c12c?hasLocalHost=false</a></p> <p>Read, <i>The Lenape or Delaware Indians</i> by Herbert C. Kraft</p> <p>Students may explore:  <a href="http://www.lenapelifeways.org/lenape1.htm">http://www.lenapelifeways.org/lenape1.htm</a></p> <p>Various Lenape videos:  <a href="https://www.google.com/search?tbm=vid&amp;q=Lenape+Food+&amp;cad=h">https://www.google.com/search?tbm=vid&amp;q=Lenape+Food+&amp;cad=h</a></p>	<ul style="list-style-type: none"> <li>Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li> <li>Key historical events, documents, and individuals led to the development of our nation.</li> </ul>	
6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.	Readworks.org "Pilgrims and Puritans - Who Were the Pilgrims?"		
6.1.4.D.3 Evaluate the impact of	Students may write a short response about		



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voluntary and involuntary immigration on America's growth as a nation, historically and today.	the impact the colonists had on American history.	
6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.	Students may create a timeline or a storyboard using storyboardthat.com to explain the key events leading up to the creation of the United States starting with the colonization of America.	
6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.	History.com video: <i>The Mayflower Compact</i> <a href="http://www.history.com/topics/mayflower-compact/videos">http://www.history.com/topics/mayflower-compact/videos</a>	

### Unit 2 Grade 3 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Newsela quizzes and responses*	Student portfolios Research projects End of unit test
District/School Texts	District/School Supplementary Resources
<i>The Lenape or Delaware Indians</i> by Herbert C. Kraft History.com video: <i>The Mayflower Compact</i> Storyboardthat.com	Newsela Discovery Ed

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Readworks.org “Pilgrims and Puritans - Who Were the Pilgrims?” Various Lenape videos: <a href="https://www.google.com/search?tbm=vid&amp;q=Lenape+Food+&amp;cad=h">https://www.google.com/search?tbm=vid&amp;q=Lenape+Food+&amp;cad=h</a> <a href="http://www.lenapelifeways.org/lenape1.htm">http://www.lenapelifeways.org/lenape1.htm</a> Discovery Ed video about the early settlers: <a href="https://app.discoveryeducation.com/learn/videos/d662b5e9-906f-4127-9de0-78b0f743c12c?hasLocalHost=false">https://app.discoveryeducation.com/learn/videos/d662b5e9-906f-4127-9de0-78b0f743c12c?hasLocalHost=false</a>	Various picture books on historical figures and events
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Plan for Language Study Unit 2 Grade 3		
<b><u>New:</u></b> artifacts colonists culture customs frontier heritage immigrant migration pioneer	<b><u>Review:</u></b> populations traditions	<b><u>Academic Vocabulary:</u></b> relate explain summarize determine

Interdisciplinary Connections throughout the K-12 Curriculum
<b><u>ELA:</u></b> RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6. Distinguish their own point of view from that of the author of a text. Integration of Knowledge and Ideas RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic. RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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W.3.7. Conduct short research projects that build knowledge about a topic. W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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### Integration of 21st Century Themes and Skills

#### 21st Century Life & Careers

#### 21st Century Skills/ Career Ready Practices:

- 9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.
- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
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- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
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### **Students at Risk of School Failure:**

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<div>Pacing: 5-6 weeks</div> <div>Unit 3 Our Government and Civics</div>		
<div>Unit 3 Social Studies Standards</div> <div>Activities to Support Student Learning</div>		<div>Unit 3 Critical Knowledge and Skills</div> <div> <i>What is a good citizen?</i>  <i>What is a government?</i>  <i>How do historical documents protect our rights?</i>  <i>What is fair?</i>  <i>What is equal?</i>  <i>What makes America unique?</i> </div>
6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.		<ul style="list-style-type: none"> <li>Rules and laws are developed to protect people’s rights and the security and welfare of society.</li> <li>The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</li> <li>American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</li> <li>There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.</li> <li>The United States democratic system requires active participation of its citizens.</li> <li>Key historical events, documents, and individuals led to the development of our nation.</li> </ul>
6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.		
6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies		

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over time at the local and national levels of United States government.		
6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.	Students can explore how our government is organized: <a href="http://mrnussbaum.com/government/">http://mrnussbaum.com/government/</a>	
6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.	Congress for Kids examines what it means to be a citizen and exercise civic responsibilities:  <a href="https://www.congressforkids.net/citizenship_intro.htm">https://www.congressforkids.net/citizenship_intro.htm</a>	
6.1.4.A.12 Explain the process of creating change at the local, state, or national level.		
6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.	Students should review the Constitution on  <a href="http://mrnussbaum.com/constitution-2/">http://mrnussbaum.com/constitution-2/</a>	
6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.	Newsela article:  “Settlement: George Washington’s French And Indian War”  “Primary Sources: Ben Franklin Speaks	



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	About the Stamp Act in Britain, 1766”  Ducksters.com Thomas Jefferson	
6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.	Small group work	
6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.		

### Unit 3 Grade 3 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Newsela quizzes and responses*	Student portfolios  Research projects  End of unit test
District/School Texts	District/School Supplementary Resources
Newsela articles, “Settlement: George Washington’s French And Indian War” and “Primary Sources: Ben Franklin Speaks About the Stamp Act in Britain, 1766”  Ducksters.com  <a href="http://mrnussbaum.com/government/">http://mrnussbaum.com/government/</a>  <a href="http://mrnussbaum.com/constitution-2/">http://mrnussbaum.com/constitution-2/</a> <a href="https://www.congressforkids.net/citizenship_intro.htm">https://www.congressforkids.net/citizenship_intro.htm</a>	Newsela  Discovery Ed

## Green Township School District Grade 3 Social Studies Curriculum - Revised 2017

Plan for Language Study Grade 3 Unit 3		
<b><u>New:</u></b> common good constitution election governor House of Representatives mayor president Senate Supreme court	<b>Review:</b>	<b>Academic Vocabulary:</b>

Interdisciplinary Connections throughout the K-12 Curriculum	
<b><u>ELA:</u></b> RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6. Distinguish their own point of view from that of the author of a text. Integration of Knowledge and Ideas RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic. RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. W.3.7. Conduct short research projects that build knowledge about a topic. W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification	
Integration of 21st Century Themes and Skills	
<b><u>21st Century Skills/ Career Ready Practices:</u></b>	<b>CRP1. Act as a responsible and contributing citizen and employee.</b> <b>CRP2. Apply appropriate academic and technical skills.</b>

## Green Township School District Grade 3 Social Studies Curriculum - Revised 2017

	<p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<b>2014 Technology Standards</b>	
<b><u>2014 NJ Technology Standards:</u></b>	<p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>)</p> <p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b> (<a href="#">Word</a>   <a href="#">PDF</a>)</p> <p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<b>Differentiation / Accommodations / Modifications</b>	
<b><u>Gifted and Talented:</u></b>	
<p><b>Extension Activities</b> (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> <li>• Conduct research and provide presentation of various topics.</li> <li>• Design surveys to generate and analyze data to be used in discussion.</li> <li>• Debate topics of interest / cultural importance.</li> <li>• Authentic listening and reading sources that provide data and support for speaking and writing prompts.</li> <li>• Exploration of art and/or artists to understand society and history.</li> <li>• Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</li> </ul> <p><b>Anchor Activities</b></p> <ul style="list-style-type: none"> <li>• Use of Higher Level Questioning Techniques</li> <li>• Provide assessments at a higher level of thinking</li> </ul>	
<b><u>English Language Learners:</u></b>	

## Green Township School District Grade 3 Social Studies Curriculum - Revised 2017

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
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- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments

## **Green Township School District Grade 3 Social Studies Curriculum - Revised 2017**

- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
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## **Green Township School District Grade 3 Social Studies Curriculum - Revised 2017**

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- Establish procedures for accommodations / modifications for assessments.

## Green Township School District Grade 3 Social Studies Curriculum - Revised 2017

Pacing: 6 weeks			Unit 4 African American History	
Unit 4 Social Studies Standards		Activities to Support Student Learning	Essential Questions:	
6.1.4.D.9 Explain the impact of transAtlantic slavery on New Jersey, the nation, and individuals.		Readings from <i>Daily Life on a Southern Plantation 1863</i> by Erickson, Paul.  Read aloud, <i>Henry's Freedom Box</i> by Ellen Levine and <i>Sweet Clara and the Freedom Quilt</i> by Deborah Hopkinson	<p><i>How did slavery impact our nation's history?</i></p> <p><i>Can individuals bring about social change?</i></p> <p><i>How did Dr. Martin Luther King Jr. and other civil rights leaders influence change in America?</i></p>	
6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.			<ul style="list-style-type: none"> <li>• Key historical events, documents, and individuals led to the development of our nation.</li> <li>• American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li> <li>• Rules and laws are developed to protect people's rights and the security and welfare of society.</li> <li>• The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</li> <li>• American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</li> <li>• The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</li> <li>• The United States democratic system requires active participation of its citizens.</li> <li>• Prejudice and discrimination can be obstacles to understanding other cultures.</li> <li>• Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>• Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</li> </ul>	
6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.		Review of the Bill of Rights <a href="http://teacher.scholastic.com/scholasticnews/indepth/constitution_day/inside/index.asp?article=billofrights">http://teacher.scholastic.com/scholasticnews/indepth/constitution_day/inside/index.asp?article=billofrights</a>  <a href="http://www.ducksters.com/history/us_constitution.php">http://www.ducksters.com/history/us_constitution.php</a>		

## Green Township School District Grade 3 Social Studies Curriculum - Revised 2017

6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.	Review fairness, equality and the common good. As a whole group, determine how each has influenced changes in policies and laws. Explore why these changes were necessary.	
6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).	Newsela article:  “Civil Rights Leaders: Marcus Garvey”  “Civil Rights Activists: Ruby Bridges”  “Selma to Montgomery March”	
6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.	Newsela article: “Martin Luther King Jr.’s Last March: The Memphis Sanitation Workers Strike”  Readworks.org article, “Famous African Americans - Martin Luther King, Jr.”	
6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.		
6.1.4.A.12 Explain the process of creating change at the local, state, or national level.		



## Green Township School District Grade 3 Social Studies Curriculum - Revised 2017

6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	Student written response	
6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions	Create a class list of unfair or discriminatory actions. In small groups, ask students to determine solutions.	

### Unit 4 Grade 3 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Newsela quizzes and responses*	Student portfolios Research projects End of unit test
District/School Texts	District/School Supplementary Resources
Readworks.org Scholastic.com Ducksters.com <i>Henry's Freedom Box</i> by Ellen Levine <i>Sweet Clara and the Freedom Quilt</i> by Deborah Hopkinson <i>Daily Life on a Southern Plantation 1863</i> by Erickson, Paul.	Newsela Discovery Ed

### Plan for Language Study Grade 3 Unit 4

<b><u>New:</u></b> Slavery Underground Railroad Plantation	<b><u>Review:</u></b> prejudice discrimination bullying	<b><u>Academic Vocabulary:</u></b> compare contrast determine
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## Green Township School District Grade 3 Social Studies Curriculum - Revised 2017

Abolitionist Civil rights Racism Activism	rights	discover
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### Interdisciplinary Connections throughout the K-12 Curriculum: Unit 4 Grade 3

#### **ELA:**

- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6. Distinguish their own point of view from that of the author of a text. Integration of Knowledge and Ideas
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.7. Conduct short research projects that build knowledge about a topic. W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

### Integration of 21st Century Themes and Skills

#### **21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## Green Township School District Grade 3 Social Studies Curriculum - Revised 2017

2014 Technology Standards	
<a href="#">2014 NJ Technology Standards:</a>	<p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
Differentiation / Accommodations / Modifications	
<p style="text-align: center;"><b><u>Gifted and Talented:</u></b></p> <p><b>Extension Activities</b> (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> <li>• Conduct research and provide presentation of various topics.</li> <li>• Design surveys to generate and analyze data to be used in discussion.</li> <li>• Debate topics of interest / cultural importance.</li> <li>• Authentic listening and reading sources that provide data and support for speaking and writing prompts.</li> <li>• Exploration of art and/or artists to understand society and history.</li> <li>• Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</li> </ul> <p><b>Anchor Activities</b></p> <ul style="list-style-type: none"> <li>• Use of Higher Level Questioning Techniques</li> <li>• Provide assessments at a higher level of thinking</li> </ul> <p style="text-align: center;"><b><u>English Language Learners:</u></b></p> <p><b>Modifications for Classroom</b></p> <ul style="list-style-type: none"> <li>• Pair visual prompts with verbal presentations</li> <li>• Ask students to restate information, directions, and assignments.</li> <li>• Repetition and practice</li> <li>• Model skills / techniques to be mastered.</li> <li>• Extended time to complete class work</li> <li>• Provide copy of classnotes</li> <li>• Student may request books on tape / CD / digital media, as available and appropriate.</li> <li>• Assign a peer helper in the class setting</li> </ul>	

## Green Township School District Grade 3 Social Studies Curriculum - Revised 2017

### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

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- Assign a peer helper in the class setting
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- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

## **Green Township School District Grade 3 Social Studies Curriculum - Revised 2017**

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

### **Modifications for Classroom**

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- Repetition and practice
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- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions

## **Green Township School District Grade 3 Social Studies Curriculum - Revised 2017**

- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Green Township School District Grade 3 Social Studies Curriculum - Revised 2017

Pacing: 6 weeks		Unit 5 Economics	
Unit 3 Social Studies Standards		Activities to Support Student Learning	<b>Essential Questions:</b>  <i>What are the differences between wants and needs?</i>  <i>How is the economy affected by our wants and needs?</i>  <i>How do we make decisions about money, savings, spending and investments?</i>  <i>How do interactions between businesses affect the global market?</i>
6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities	Create individual bank accounts for students. Students will visit class "store" in stations, determining their individual needs.	<ul style="list-style-type: none"> <li>• People make decisions based on their needs, wants, and the availability of resources.</li> <li>• Economics is a driving force for the occurrence of various events and phenomena in societies.</li> <li>• Interaction among various institutions in the local, national, and global economies influence policy making and societal outcomes.</li> <li>• Availability of resources affects economic outcomes.</li> <li>• Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</li> <li>• Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> <li>• Develop strategies to reach consensus and resolve conflict.</li> </ul>	
6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.	Students will utilize class store in stations.		
6.1.4.C.3 Explain why incentives vary between and among producers and consumers.	IXL practice: Producers and Consumers		
6.1.4.C.4 Describe how supply and demand influence price and output of products.	BrainPOP Jr. Video "Supply and Demand."		
6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.	Role play types of specialization in school store setting.		
6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.			
6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.	Research an economic issue impacting children in other countries.		
6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.	Use class bank accounts to practice savings, debt and investment.		

## Green Township School District Grade 3 Social Studies Curriculum - Revised 2017

6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.	Research an economic issue impacting children in another country.	
6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.	Communicate with children from another country to develop solutions to an economic problem. <a href="http://www.connectallschools.org">www.connectallschools.org</a>	
Unit 5 Grade 3 What This May Look Like		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Newsela quizzes and responses*		Student portfolios  Research projects  End of unit test
District/School Texts		District/School Supplementary Resources
BrainPOP Jr. Video “Supply and Demand.” <a href="http://www.connectallschools.org">www.connectallschools.org</a>		Newsela IXL Discovery Ed
Instructional Best Practices and Exemplars		

Plan for Language Study Grade 3 Unit 5		
<b><u>New:</u></b>  Supply and demand Specialization Production Producers and Consumers exchange Scarcity Debt Investment	<b><u>Review:</u></b>	<b><u>Academic Vocabulary:</u></b>



## Green Township School District Grade 3 Social Studies Curriculum - Revised 2017

### Interdisciplinary Connections throughout the K-12 Curriculum

#### **ELA:**

- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
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### Integration of 21st Century Themes and Skills

#### **21st Century Life & Careers**

- 9.1.4.B.1 Differentiate between financial wants and needs.
- 9.1.4.B.2 Identify age-appropriate financial goals.
- 9.1.4.B.3 Explain what a budget is and why it is important.
- 9.1.4.B.4 Identify common household expense categories and sources of income.
- 9.1.4.B.5 Identify ways to earn and save.
- 9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.
- 9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).
- 9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
- 9.1.4.C.4 Determine the relationships among income, expenses, and interest.
- 9.1.4.C.5 Determine personal responsibility related to borrowing and lending.

#### **21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**

## Green Township School District Grade 3 Social Studies Curriculum - Revised 2017

	<p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<b>2014 Technology Standards</b>	
<b><u>2014 NJ Technology Standards:</u></b>	<p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>)</p> <p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b> (<a href="#">Word</a>   <a href="#">PDF</a>)</p> <p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<b>Differentiation / Accommodations / Modifications</b>	
<b><u>Gifted and Talented:</u></b>	
<p><b>Extension Activities</b> (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> <li>• Conduct research and provide presentation of various topics.</li> <li>• Design surveys to generate and analyze data to be used in discussion.</li> <li>• Debate topics of interest / cultural importance.</li> <li>• Authentic listening and reading sources that provide data and support for speaking and writing prompts.</li> <li>• Exploration of art and/or artists to understand society and history.</li> <li>• Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</li> </ul> <p><b>Anchor Activities</b></p> <ul style="list-style-type: none"> <li>• Use of Higher Level Questioning Techniques</li> <li>• Provide assessments at a higher level of thinking</li> </ul>	
<b><u>English Language Learners:</u></b>	

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### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments

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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

## **Green Township School District Grade 3 Social Studies Curriculum - Revised 2017**

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.