

**Randolph Township School District  
Randolph Elementary Schools**

**Social Studies Curriculum  
Grade 3**

*“A people without the knowledge of their past history, origin and culture is like a tree without roots.”  
~Marcus Garvey*

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**Randolph Township School District  
Randolph Elementary Schools  
Social Studies ~ Grade 3  
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## **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township School District Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township School District**  
**Randolph Elementary Schools**  
**Social Studies ~ Grade 3**

Introduction

The third grade social studies curriculum is designed to provide opportunities for students to explore concepts in civics, economics, geography and the diverse backgrounds of people. Foundational skills and application of geography and maps are authentically applied throughout the units. Students will investigate New Jersey through a lens of the past and present population and cultures that have had an impact on the shaping of our society. Students will look at issues and events from more than one perspective to gain an appreciation of diversity. Collaborative, authentic and student-centered lessons will promote a sense of community, acceptance, positive social interactions and problem solving skills.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Social Studies ~ Grade 3**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT – UNIT OF STUDY</b>
<b>4 Weeks</b>	<b>I</b>	<b>Exploring New Jersey: Civics, Government, and Human Rights</b>
<b>5 Weeks</b>	<b>II</b>	<b>Exploring New Jersey: Land, People, and Development</b>
<b>5 Weeks</b>	<b>III</b>	<b>Exploring New Jersey: A Growing State</b>
<b>4 Weeks</b>	<b>IV</b>	<b>Exploring New Jersey: Economics</b>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**Social Studies ~ Grade 3**

**UNIT I: Exploring New Jersey: Civics, Government, and Human Rights**

<b>TRANSFER:</b> Contribute to the community as a productive and responsible citizen.		
<p><b>STANDARDS / GOALS:</b></p> <p><u><b>NJSLS-SS</b></u>  <b>6.1.4.A.1</b> 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.  <b>6.1.4.A.2</b> 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.  <b>6.1.4.A.3</b> 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.  <b>6.1.4.A.4</b> Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.  <b>6.1.4.A.5</b> Distinguish the roles and responsibilities of the three branches of the national government.  <b>6.1.4.A.7</b> 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.  <b>6.1.4.A.9</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g. fairness, civil rights, human rights).  <b>6.1.4.A.10</b> Describe how the actions of Dr. Martin Luther King, Jr. and other civil rights leaders serve as catalysts for social change and inspired social activism in subsequent generations.  <b>6.1.4.A.11</b> 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.  <b>6.1.4.A.15</b> Explain how and why it is important that</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <p>A democratic government makes and enforces laws and ensures equality and safety for all people.</p> <p>Within a community, we encounter and should respect alternative viewpoints and values.</p> <p>Civil Rights activists work to create change in a community.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How do state and local governments help a state operate?</li> <li>● How is government useful to its citizens?</li> <li>● How can citizens actively participate in government?</li> </ul> <ul style="list-style-type: none"> <li>● What is a community's responsibility to each individual?</li> </ul> <ul style="list-style-type: none"> <li>● How do the needs of groups within a community impact the creation of laws?</li> <li>● How do Civil Rights leaders influence the world?</li> </ul>
	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
	<p><b>Students will know:</b></p> <p>Rules and laws are developed to protect people’s rights and the security and welfare of society.</p> <p>There are three branches of government.</p> <p>Officials are elected by the majority vote.</p>	<p>Articulate the importance of having equal rights for all citizens.</p> <p>Name and describe the three branches of government and their roles.</p> <p>Explain the importance of protecting citizens’ right to vote.</p>

people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

**6.1.4.D.16** Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

**6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**ELA**

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

**RI.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details.

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

**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.3.7.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**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.3.9.** 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 literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

**W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

Citizens can be active participants in government.

All citizens should be treated equally and fairly regardless of race, ethnicity, creed, and gender.

Civil Rights leaders influence how we live today.

Understand the process of voting and that consensus and majority rules in a democratic society.

Discuss characteristics and roles of responsible citizens in various communities (i.e. school, town, state).

Understand prejudice and discrimination can be obstacles to understanding other cultures.

Describe the importance of understanding the perspectives of other cultures in relation to ourselves.

Articulate the importance of having equal rights for all U.S. citizens.

Model the behaviors of a responsible citizen within a diverse community.

Understand that the fundamental belief of America is to grant liberties and freedoms to all of its citizens.

List different Civil Rights leaders and the significant contributions they made.

Recognize how Civil Rights leaders influence America by valuing and respecting individual beliefs, ethnicities, and cultures.



<p><b>W.3.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.6.</b> With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8.</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>W.3.10.</b> Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SL.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.3.2.</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.3.4.</b> 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.</p> <p><b>L.3.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.3.6.</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p><b><u>MATH</u></b></p> <p><b>3.MD.B.3</b> 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.</p> <p><b>3.MD.B.4</b> 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.</p> <p><b><u>TECHNOLOGY</u></b></p> <p><b>8.1.5.A.1</b></p> <p><b>8.1.5.A.2</b></p>	<p>All American citizens have the right to Freedom of Speech.</p> <p>Citizens can construct opinion pieces (such as speeches, essays, letters, articles, etc)</p> <p><b>KEY TERMS:</b> Civil Rights, consensus, majority, prejudice, discrimination, voting, citizen, three branches of government (legislative, executive, judicial), ethnicity, democracy</p>	<p>Read texts to learn about citizens who fought to make a difference in the world.</p> <p>Create a compare and contrast organizer to organize approaches of citizens who made changes in society.</p> <p>Brainstorm opinions about issues that need to be addressed or changed in society.</p> <p>Choose a strong idea and find evidence to support the need for change.</p> <p>Draft, edit and publish an opinion piece that supports your stance on an issue.</p>
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8.1.5.D.1  
8.1.5.D.4  
8.1.5.E.1  
8.2.5.A.2

**ASSESSMENT EVIDENCE: Students will show their learning by:**

Planning a community impact project based on a felt need in the classroom, school, or town.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Identify the United States as a democracy.
- Identify and differentiate between the three branches of government.
- Define the roles and responsibilities of a good citizen.
- Interview or research community leaders and discuss their roles and responsibilities.
- Research different Civil Rights leaders and discuss significant contributions they made.
- Participate in read alouds that discuss how various groups of people (races, gender, sexual orientation, etc) have experienced challenges in civics past and present.
- Identify a school or classroom issue, debate both sides of the topic, and participate in a vote.
- Construct a persuasive speech, individually, in small groups, or as a class, that identifies an issue and supports their position.
- Identify the United States on a globe and New Jersey on a United States map.
- Read maps to determine information about the United States and New Jersey. (i.e. political, physical, population)
- Discuss the connection between population and electoral votes.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Social Studies ~ Grade 3**  
**UNIT I: Exploring New Jersey: Civics, Government, and Human Rights**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	UNIT I: Exploring New Jersey: Civics, Government, and Human Rights	<p><b><u>Suggested Resources</u></b>  <i>Our Government: The Three Branches</i>, Shelly Buchanan  <i>Americans</i>, Douglas Wood</p> <p><b><u>Civil Rights Leaders:</u></b>  <i>National Geographic Readers: Rosa Parks</i>, Kitson Jazyuka  <i>Who Was Rosa Parks?</i>, Yona Zeldis McDonough  <i>A Picture Book of Rosa Parks</i>, David A. Adler  Rosa, Nikki Giovanni  <i>I Am Rosa Parks (Level 4)</i>, Rosa Parks  <i>Martin's Big Words</i>, Doreen Rappaport  <i>Who Was Martin Luther King, Jr.?</i>, Bonnie Bader  <i>National Geographic Readers: Martin Luther King, Jr.</i>, Kitson Jazyuka  <i>The Story of Ruby Bridges</i>, Robert Coles</p> <p><b><u>Brainpop and Brainpop Jr.:</u></b>  <a href="https://jr.brainpop.com/socialstudies/government/branchesofgovernment/">https://jr.brainpop.com/socialstudies/government/branchesofgovernment/</a>  <a href="https://jr.brainpop.com/socialstudies/government/president/">https://jr.brainpop.com/socialstudies/government/president/</a>  <a href="https://jr.brainpop.com/socialstudies/government/localandstategovernments/">https://jr.brainpop.com/socialstudies/government/localandstategovernments/</a>  <a href="https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/">https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/</a></p> <p><b><u>Ben's Guide:</u></b>  <a href="https://bensguide.gpo.gov/a-what-are-branches">https://bensguide.gpo.gov/a-what-are-branches</a></p>

		<p><a href="https://bensguide.gpo.gov/games">https://bensguide.gpo.gov/games</a></p> <p><b>Congress For Kids: Interactive Site with quizzes for kids about the federal government</b></p> <p><a href="https://www.congressforkids.net">https://www.congressforkids.net</a></p> <p><b>Docsteach:</b></p> <p><a href="http://docsteach.org/">http://docsteach.org/</a></p> <p><b>Library of Congress:</b></p> <p><a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a></p> <p><b>New Jersey Historical Commission</b></p> <p><a href="http://www.nj.gov/state/historical/dos_his_nj350-video-archive.html">http://www.nj.gov/state/historical/dos_his_nj350-video-archive.html</a></p> <p><b>Smithsonian Source</b></p> <p><a href="http://www.smithsoniansource.org/">http://www.smithsoniansource.org/</a></p> <p><b>Digital History</b></p> <p><a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a></p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**Social Studies ~ Grade 3**

**UNIT II: Exploring New Jersey: Land, People, and Development**

<b>TRANSFER:</b> Recognize that factors cause a culture to emerge, grow and change.		
<p><b>STANDARDS / GOALS:</b></p> <p><u><b>NJSLS-SS</b></u>  <b>6.1.4.D.1</b> Determine the impact of European colonization on Native American populations including the Lenni Lenape of New Jersey.  <b>6.1.4.D.2</b> Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.  <b>6.1.4.D.3</b> Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.  <b>6.1.4.D.10</b> Describe how the influence of Native American groups including the Lenni Lenape culture, is manifested in different regions of New Jersey.  <b>6.1.4.D.12</b> Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.  <b>6.1.4.D.13</b> Describe how culture is expressed through and influenced by the behavior of people.  <b>6.1.4.D.14</b> Trace how they American identity evolved over time.  <b>6.1.4.D.15</b> Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and developing new beliefs and practices.  <b>6.1.4.D.16</b> Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.  <b>6.1.4.D.19</b> Explain how the experiences and events may be interpreted differently by people of different cultural or individual perspectives.  <b>6.1.4.D.20</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>
	Geographic features attract cultural groups to specific areas.	<ul style="list-style-type: none"> <li>• How did groups of people arrive?</li> <li>• Why did groups of people settle in specific regions?</li> <li>• How do groups of people adapt to their environment?</li> </ul>
	Population and political changes impact the growth, and culture of communities.	<ul style="list-style-type: none"> <li>• How do communities grow and change?</li> </ul>
	All cultures are unique, but share similarities and differences.	<ul style="list-style-type: none"> <li>• What characteristics are unique to a group’s identity?</li> </ul>
	Relations between cultures can mean both conflict and cooperation.	<ul style="list-style-type: none"> <li>• How did groups of settlers interact with each other?</li> <li>• What were causes of conflict between groups of settlers?</li> </ul>
	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
	<p><b>Students will know:</b></p> <p>Geographical forces, climate, landforms, and natural resources determined the way of life for a variety of cultural groups</p>	<p>Identify geographical regions on a map where Native Americans settled and the characteristics of each region (Ridge and Valley, Piedmont Plateau, Coastal Plains, Highlands).</p>

<p><b>ELA</b></p> <p><b>RI.3.1.</b> Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.1.</b> Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.2.</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details.</p> <p><b>RI.3.2.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3.</b> 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.</p> <p><b>RI.3.4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.5.</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.7.</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><b>RI.3.7.</b> 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).</p> <p><b>RI.3.9.</b> 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.</p> <p><b>RI.3.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>RI.3.10.</b> By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>W.3.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information</p>	<p>Native Americans established successful cultures in North America.</p> <p>European colonization had a major impact on the Lenni Lenape (Native Americans).</p> <p>Europeans and Native Americans co-existed briefly for the purpose of economic gain.</p>	<p>Recognize that specific landforms influence economic activities such as farming, fishing, and mining.</p> <p>Understand the natural resources of a region affect the types of food, clothing, shelter, transportation, and tools people create.</p> <p>Discuss the family unit, roles, and expectations of the Lenni Lenape in order to understand the contributions they made to New Jersey/America.</p> <p>Compare and contrast Native American cultures across North America through exploration of stories, legends, and art.</p> <p>Explore contributing factors that led to the settlement of Europeans in New Jersey by examining challenges faced in their respective native countries.</p> <p>Determine the impact of European colonization on the Lenni Lenape (Native Americans) of New Jersey (i.e. location, culture, and traditions).</p> <p>Examine how prejudice and discrimination can be obstacles to understanding other cultures.</p> <p>Understand and examine the positive and negative association between Europeans and Native Americans (bartering, interdependent relationships, farming, crafting, disease, and confrontation).</p>
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<p>clearly.</p> <p><b>W.3.3.</b> Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p><b>W.3.6.</b> With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>W.3.7.</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8.</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>W.3.10.</b> Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SL.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.3.2.</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.3.4.</b> 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.</p> <p><b>L.3.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.3.6.</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p><b>MATH</b></p> <p><b>3.MD.B.3</b> 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.</p> <p><b>3.MD.B.4</b> 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.</p> <p><b>TECHNOLOGY</b></p> <p><b>8.1.5.A.1</b></p>	<p>Reading stories about the Lenni Lenape (Native Americans) helps us discover patterns in their ability to survive and thrive.</p> <p>Writers consider their audience when writing to inform.</p> <p><b>KEY TERMS:</b> artifact, agriculture, oral tradition, migration, natural resources, Munsee, Unami, Regions of NJ (Appalachian Ridge and Valley, Highlands, Piedmont Plateau, Coastal Plain)</p>	<p>Discuss reasons the Lenni Lenape left New Jersey and identify where they migrated.</p> <p>Examine informational and historical fiction texts to learn about patterns the Lenni Lenape lifestyle.</p> <p>Discover and discuss themes in folklore and fables about Native Americans.</p> <p>Generate ideas to determine what helped and hindered Native American survival, (i.e. resources and European settlement).</p> <p>Research information about a topic to present.</p> <p>Consider key details to present.</p> <p>Consider possible audience(s) that information will be presented to (ie: child vs. adult or kindergartener vs. fifth grader).</p> <p>Draft, revise and edit an informational piece with audience in mind.</p>
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8.1.5.A.2 8.1.5.D.1 8.1.5.D.4 8.1.5.E.1 8.2.5.A.2		
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

Creating and presenting a museum artifact representing a piece of Native American culture (consider creating two presentations of artifact dependant on audience).

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Participate in read alouds that discuss how Native Americans experienced cultural challenges.
- Write a letter as a Lenni Lenape child to someone of current time explaining what life is like.
- Research tools and weapons used by the Lenni Lenape.
- Create a list of responsibilities of Lenni Lenape men, women, girls, and boys. Draw a picture of them using a tool related to a responsibility to accompany each list.
- Compare and contrast Lenni Lenape food and clothing to your own food and clothing.
- Using what you have learned about roles and Lenni Lenape life, create a play that includes a Lenni Lenape boy, girl, man, woman, and elder.
- Discuss the effects of the arrival of Europeans on the Lenni Lenape way of life.
- Create a map of New Jersey. Partition it to show the four regions of New Jersey and the natural resources available in each region.
- Determine natural resources from each region that makes them desirable to live in.



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Social Studies ~ Grade 3**  
**UNIT II: Exploring New Jersey: Land, People, and Development**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
5 Weeks	<b>UNIT II: Exploring New Jersey: Land, People, and Development</b>	<p><b><u>Suggested Resources</u></b></p> <p><i>Celebrating the Powwow</i>, Robbie Kalman  <i>The Rough-Face Girl</i>, Rafe Martin  <i>Who Settled the West?</i> Bobbie Kalman  <i>The Discovery of the Americas</i>, Betsey and Giulio Maestro  <i>When the Shadbush Blooms</i>, Carla Messinger</p> <p><b>Lenni Lenape Specific Websites:</b>  <a href="https://www.lenapelifeways.org/">https://www.lenapelifeways.org/</a>  <a href="http://nanticokelenapemuseum.org/">http://nanticokelenapemuseum.org/</a>  <a href="https://www.mrnussbaum.com/lennilenape/">https://www.mrnussbaum.com/lennilenape/</a>  <a href="http://www.talk-lenape.org/">http://www.talk-lenape.org/</a>  <a href="http://lenapeprograms.info/">http://lenapeprograms.info/</a>  <a href="http://www2.mtlaurelschools.org/MLHistory/lennilenape.htm">http://www2.mtlaurelschools.org/MLHistory/lennilenape.htm</a></p> <p><b>Docsteach:</b> <a href="http://docsteach.org/">http://docsteach.org/</a></p> <p><b>Library of Congress:</b> <a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a></p> <p><b>New Jersey Historical Commission</b>  <a href="http://www.nj.gov/state/historical/dos_his_nj350-video-archive.html">http://www.nj.gov/state/historical/dos_his_nj350-video-archive.html</a></p> <p><b>Smithsonian Source</b> <a href="http://www.smithsoniansource.org/">http://www.smithsoniansource.org/</a></p> <p><b>Digital History</b> <a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Social Studies ~ Grade 3**  
**UNIT III: Exploring New Jersey: A Growing State**

<b>TRANSFER:</b> Appreciate and identify the contributions and sustained impact of immigration on various communities.		
<b>STANDARDS / GOALS:</b>  <u>NJSLS-SS</u> <b>6.1.4.A.13</b> Describe the process by why immigrants become United States citizens. <b>6.1.4.D.2</b> Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. <b>6.1.4.D.3</b> Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today. <b>6.1.4.D.11</b> Determine how local and state communities have changed over time, and explain the reasons for change. <b>6.1.4.D.13</b> Describe how culture is expressed through and influenced by the behavior of people. <b>6.1.4.D.14</b> Trace how they American identity evolved over time. <b>6.1.4.D.15</b> Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and developing new beliefs and practices. <b>6.1.4.D.16</b> Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. <b>6.1.4.D.18</b> Explain how an individual’s beliefs, values, and traditions may reflect more than one culture. <b>6.1.4.D.19</b> Explain how the experiences and events may be interpreted differently by people of different cultural or individual perspectives. <b>6.1.4.D.20</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world. <b>6.1.4.C.12</b> Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey. <b>6.1.4.C.16</b> Explain how creativity and innovation resulted in scientific achievement and inventions in	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	There are factors why people leave their homeland, and start a new life in a foreign country.	<ul style="list-style-type: none"> <li>● Why do people leave their homeland and move to new places?</li> <li>● What factors might someone consider before deciding to immigrate?</li> </ul>
	Immigrants face challenges in their new surroundings.	<ul style="list-style-type: none"> <li>● What challenges do immigrants face in their new homes?</li> <li>● What makes immigration easier for some and harder for others?</li> </ul>
	Immigrants made contributions to American culture by maintaining old traditions and developing new traditions.	<ul style="list-style-type: none"> <li>● How has immigration shaped our nation?</li> <li>● How do immigrants contribute to their new countries?</li> <li>● How does the geographic region influence culture?</li> </ul>
	Communities were and are influenced by the contributions of its citizens.	<ul style="list-style-type: none"> <li>● What impact have innovators had on the economy?</li> <li>● What contributions support economic growth?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<b>Students will know:</b> Immigrants come to New Jersey for various reasons.	Summarize reasons why various groups, voluntarily and involuntarily immigrated to New

many cultures during different historical periods.  
**6.1.4.C.17** Determine the role of science and technology in the transition from an agricultural society, to an industrial society, and then to the information age.

**ELA**

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

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

**RI.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details.

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

**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.3.7.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**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.3.9.** 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 literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Life in America was challenging for all immigrants.

Communities transformed as a result of historical, agricultural, and economic conditions.

Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.

Jersey and America (war, famine, religious persecution, economics).

Compare and contrast reasons people migrate today and in the past.

Evaluate the impact of immigration on New Jersey's growth.

Examine the experiences and challenges that immigrants encountered long ago and today.

Discover how an individual's beliefs, values and traditions can assimilate with other cultures.

Develop ideas about patterns of immigration settlement in different regions.

Express how prejudice and discrimination can be obstacles to understanding other cultures.

Describe the population shift from agricultural areas to urban areas during the Industrial Revolution.

Research and discuss major scientific discoveries and inventions from the 1800s to today.

Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.

<p><b>W.3.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.3.</b> Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p><b>W.3.6.</b> With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>W.3.7.</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8.</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>W.3.10.</b> Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SL.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.3.2.</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.3.4.</b> 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.</p> <p><b>L.3.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.3.6.</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p><b>MATH</b></p> <p><b>3.MD.B.3</b> 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.</p> <p><b>3.MD.B.4</b> 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</p>	<p>Reading primary sources allow readers insight into a historical time period.</p> <p>Letter writing was a form of communication between immigrant and their families.</p> <p><b>KEY TERMS:</b> immigration, emigration, Ellis Island, push-pull factors, assimilate, contribution</p>	<p>Read and understand grade-level primary sources (ie: picture books, letters, personal accounts) to develop an understanding of the journey and experience of an immigrant's or group of immigrants.</p> <p>Determine themes or patterns in successes, reasons, and challenges within an immigrants story.</p> <p>Reflect on the immigration experiences of immigrants orally or in a journal.</p> <p>Compare and contrast immigration experiences that were in primary sources or through personal experience. (i.e. challenges, pathway, groups of people etc.)</p> <p>Understand and apply letter format.</p> <p>Construct a letter from the point of view of an immigrant or their family member.</p>
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the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

**TECHNOLOGY**

- 8.1.5.A.1
- 8.1.5.A.2
- 8.1.5.D.1
- 8.1.5.D.4
- 8.1.5.E.1
- 8.2.5.A.2
- 8.2.5.A.4
- 8.2.5.B.6

**ASSESSMENT EVIDENCE: Students will show their learning by:**

Creating a presentation that highlights a culture other than their own to gain a sense of understanding.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Research push and pull factors for immigrating to the US.
- Complete a sort about push and pull factors.
- Analyze charts and graphs to determine patterns of immigration.
- Think about the journey of immigrants. Create a list of items that you would bring if you were traveling to a new place.
- Write a letter as an immigrant to a family member back home convincing them to move to the US.
- Interview a family member or member of the community regarding cultures and traditions of their family.
- Summarize why it is important for people to preserve their heritage.
- Choose an immigration story to read or watch and write a journal entry describing what the process was like for them.
- Research inventors and explain impact on society then and now.
- Take a virtual tour of Ellis Island.
- Create a map of your family’s possible immigration route using My Journey Across the Ocean.
- Participate in read alouds that discuss how various cultural groups have experienced challenges when assimilating to American culture.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Social Studies ~ Grade 3**  
**UNIT III: Exploring New Jersey: A Growing State**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	UNIT III: Exploring New Jersey: A Growing State	<p><b><u>Suggested Resources</u></b>  <i>The Arrival</i>, Shaun Tan  <i>Emma's Poem: The Voice of the Statue of Liberty</i>, Lina Glasser  <i>The Story of the Statue of Liberty</i>, Betsy &amp; Giulio Maestro  <i>Grandfather's Journey</i>, Allen Say  <i>Train to Somewhere</i>, Eve Bunting  <i>A Day's Work</i>, Eve Bunting  <i>The Memory Coat</i>, Elivira Woodruff  <i>National Geographic Kids: Ellis Island</i>, Elizabeth Carney  <i>The Long Way to a New Land</i>, Joan Sandin  <i>Her Right Foot</i>, David Eggers  <i>When Jessie Came Across the Sea</i>, Amy Hest  <i>Lady Liberty</i>, Doreen Rappaport and Matt Tavares  <i>My Place in History: My Journey Through Ellis Island</i>, Lynda Arnez  <i>The Orphan of Ellis Island: A Time Travel Adventure</i>, Elivira Woodruff  <i>What Was Ellis Island?</i>, Patricia Brennan Demuth  <i>Who Settled the West?</i> Bobbie Kalman  <i>Molly's Pilgrim</i>, Barbara Cohen  <i>Felita</i>, Nicholas Mohr</p> <p>Inventors:  <i>Now and Ben: The Modern Inventions of Benjamin Franklin</i>, Gene Barretta  <i>Who Was Thomas Edison?</i>, Margaret Frith  <i>Timeless Thomas: How Thomas Edison Changed Our Lives</i>, Gene</p>

Barretta  
*DK Readers L4: Thomas Edison: The Great Inventor*, Caryn Jenner  
*National Geographic Readers: Thomas Edison*, Barbara Kramer  
*Time For Kids: Thomas Edison: A Brilliant Inventor*, by Editors of TFK  
*The Inventor's Secret: What Thomas Edison Told Henry Ford*, Suzanne Slade  
*The Boy Who Invented TV: The Story of Philo Farnsworth*, Kathleen Krull  
*The Secret Subway*, Shana Corey

**Tenement House Resources/Lesson Plans:**

(Learn what immigrant life was like at the turn of the century)

[https://www.tenement.org/education\\_lessonplans.html](https://www.tenement.org/education_lessonplans.html)

**Brainpop and Brainpop Jr.:**

<https://www.brainpop.com/socialstudies/culture/immigration/>

**Game : Mission US ~ Coming to the US**

<http://www.mission-us.org>

**Docsteach:**

<http://docsteach.org/>

**Library of Congress:**

<http://www.loc.gov/teachers/>

**New Jersey Historical Commission**

[http://www.nj.gov/state/historical/dos\\_his\\_nj350-video-archive.html](http://www.nj.gov/state/historical/dos_his_nj350-video-archive.html)

**Smithsonian Source**

		<a href="http://www.smithsoniansource.org/">http://www.smithsoniansource.org/</a> <b>Digital History</b> <a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**Social Studies ~ Grade 3**

**UNIT IV: Exploring New Jersey: Economics**

<b>TRANSFER: Contribute to the community as a fiscally responsible citizen</b>			
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	
<p><b><u>NJSLS-SS</u></b>                      6.1.4.C.1 Apply opportunity cost (i.e. choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.                      6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.                      6.1.4.C.4 Describe how supply and demand influence price and output of products.                      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 they availability of resources affects people across the world differently.                      6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.                      6.1.4.C.14 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.                      6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.  <u>ELA</u>                      RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.                      RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.                      RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details.                      RI.3.2. Determine the main idea of a text; recount the</p>	<p>Businesses provide economic opportunities for citizens.</p>	<ul style="list-style-type: none"> <li>● How do businesses affect a citizen's way of life?</li> <li>● How do resources and technology impact business development and sustainability?</li> </ul>	
	<p>Responsible citizens have fiscal obligations.</p>	<ul style="list-style-type: none"> <li>● How do financial decisions influence a person's standard of living?</li> <li>● How do people make economic decisions?</li> <li>● What factors influence what people buy?</li> </ul>	
	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>	
	<p><b>Students will know:</b></p>	<p>Economic opportunities are essential for the prosperity of citizens.</p>	<p>Identify types of businesses (goods vs. services).</p> <p>Analyze and discuss types of family careers and categorize each as providing a good or service.</p> <p>Express how prejudice and discrimination can be obstacles to understanding other cultures and the prosperity of citizens.</p> <p>Describe the influence of supply and demand on society.</p>
	<p>Economic choices vary depending on location and availability.</p>		

<p>key details and explain how they support the main idea.</p> <p>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.</p> <p>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.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>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).</p> <p>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.</p> <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>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.</p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of</p>	<p>Advances in technology affect how people function in everyday life as well as the work place.</p> <p>Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</p> <p>Managing money has positive and negative impacts on daily life.</p> <p><b>KEY TERMS: fiscal, budget, economic, savings, debt, investments, money, consumers, imports, exports, free enterprise</b></p>	<p>Discuss how economic choices impact where people live and work.</p> <p>Recognize the role technology plays in the operation of everyday life.</p> <p>List the impacts technology has on society, such as job loss, job creation, and increased productivity.</p> <p>Recognize the difference between wants and needs.</p> <p>Explore large corporations and availability of jobs to New Jersey residences.</p> <p>Compare and contrast job availability between New Jersey and another state.</p> <p>Identify the changes and reasons for changes in New Jersey's economy over the years.</p> <p>Understand that spending more than you earn creates debt.</p> <p>Construct a budget to manage wants and needs.</p>
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discipline-specific tasks, purposes, and audiences.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

MATH

3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

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.

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.

TECHNOLOGY

8.1.5.A.1

8.1.5.A.1

8.1.5.A.2

8.1.5.D.1

8.1.5.D.4

8.1.5.E.1

8.2.5.A.2

8.2.5.A.4

**ASSESSMENT EVIDENCE: Students will show their learning by:**

creating a multimedia project about New Jersey highlighting goods, services, and recreation in the state based on region.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Select a business type and design an advertisement for it.
- Identify characteristics of successful businesses.
- Create a resource that identifies types of businesses, then illustrate and explain the goods and/or services they provide.
- Complete a needs vs. wants sort. Identify at least one item that could be “up for debate” and write an argument about why it could be considered both a need and a want.
- Balance a budget for school supplies
- Compare and contrast spending of money in an urban vs. rural environment.
- Research a recent economic choice made by local government. Explain how the decision was made, the positive effects, and the negative effects.
- Research jobs available to New Jersey residence
- Analyze the impacts technology has on society, such as job loss, job creation, and increased productivity.
- Discuss read alouds that demonstrate how various groups of people (races, gender, sexual orientation, etc) have experienced challenges in education and careers.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Social Studies ~ Grade 3**  
**UNIT IV: Exploring New Jersey: Economics**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	UNIT IV: Exploring New Jersey: Economics	<p><b><u>Suggested Resources</u></b></p> <p><i>Sam and the Lucky Money</i>, Karen Chinn  <i>The Berenstain Bears': Trouble with Money</i>, Stan &amp; Jan Berenstain  <i>Arthur's Pet Business</i>, Marc Brown  <i>My Rows and Piles of Coins</i>, Tololwa M. Mollel</p> <p><b>Brainpop and Brainpop Jr.:</b>  <a href="https://jr.brainpop.com/socialstudies/economics/needsandwants/">https://jr.brainpop.com/socialstudies/economics/needsandwants/</a>  <a href="https://jr.brainpop.com/socialstudies/economics/goodsandservices/">https://jr.brainpop.com/socialstudies/economics/goodsandservices/</a>  <a href="https://jr.brainpop.com/socialstudies/economics/savingandspending/">https://jr.brainpop.com/socialstudies/economics/savingandspending/</a>  <a href="https://www.brainpop.com/math/dataanalysis/supplyanddemand/">https://www.brainpop.com/math/dataanalysis/supplyanddemand/</a></p> <p><b>Docsteach:</b>  <a href="http://docsteach.org/">http://docsteach.org/</a></p> <p><b>Library of Congress:</b>  <a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a></p> <p><b>New Jersey Historical Commission</b>  <a href="http://www.nj.gov/state/historical/dos_his_nj350-video-archive.html">http://www.nj.gov/state/historical/dos_his_nj350-video-archive.html</a></p> <p><b>Smithsonian Source</b>  <a href="http://www.smithsoniansource.org/">http://www.smithsoniansource.org/</a></p> <p><b>Digital History</b>  <a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a></p>