

Grade 3
Social Studies
Curriculum

3rd Grade: Pacing Guide

Units	Recommended Length of Unit
Unit 1: Civics, Government, & Human Rights	12 Weeks
Unit 2: Geography, People, and the Environment	10 Weeks
Unit 3: Economics, Innovation, & Technology	8 weeks
Unit 4: History, Culture, and Perspectives	10 Weeks

Unit 1: Civics, Government, & Human Rights

Trimester: 1

Recommended Instructional Days: 12 weeks

NJSLS - United States History: America in the World 6.1

Disciplinary Strand: Civics, Government, and Human Rights

Disciplinary Concept:

- Civic and Political Institutions (PI)
- Participation and Deliberation (PD)
- Democratic Principles (DP)
- Processes, Rules and Laws (PR)
- Human and Civil Rights (HR)
- Civic Mindedness (CM)

NJSLS - Active Citizenship in the 21st Century 6.3

- **Disciplinary Strand:** Civics, Government, and Human Rights
- **Disciplinary Concept:** Participation and Deliberation

Essential Questions

(Questions designed to provoke inquiry and lead to a deeper understanding of the big ideas. Encourage students to make connections between the past and present)

1. What is the purpose of the government?
2. What are the rights and responsibilities of citizens?
3. How can individuals create change?
4. Why is embracing diverse viewpoints healthy for democracy?

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

Disciplinary Concept: Critical Thinking and Problem Solving

<u>Core Ideas</u>	<u>Performance Expectations</u>
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	<ul style="list-style-type: none">• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Disciplinary Concept: Creativity and Innovation

<u>Core Ideas</u>	<u>Performance Expectations</u>
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	<ul style="list-style-type: none">• 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5. CivicsPD.3, W.5.7).

Career Readiness, Life Literacies, & Key Skills

Practices:

- Act as a responsible and contributing community member and employee.
- Model integrity, ethical leadership and effective management
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them.

Knowledge and Skills

(Core Ideas)

Students will know....

(Performance Expectations)

Students will be able to...

In a **representative democracy**, individuals play a role in how the government functions.

- **6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPI.2:** Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

Levels of government (i.e., local, state, and federal) have different powers and responsibilities.

- **6.1.5.CivicsPI.4:** Describe the services our government provides the people in the community, state and across the United States.
- **6.1.5.CivicsPI.6:** Distinguish the roles and responsibilities of the three branches of the national government.

Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).

- **6.1.5.CivicsPD.1:** Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- **6.1.5.CivicsPD.2:** Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

A major role of citizens in a representative democracy is to make responsible decisions about who should govern.

- **6.1.5.CivicsPD.4:** Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position

Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

- **6.1.5.Civics DP.2:** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

Knowledge and Skills (continued)

(Core Ideas) Students will know....	(Performance Expectations) Students will be able to...
There are different processes for establishing rules and laws.	<ul style="list-style-type: none"> ● 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	<ul style="list-style-type: none"> ● 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	<ul style="list-style-type: none"> ● 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). ● 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
Individuals have the right to be safe and not to be bullied or discriminated against.	<ul style="list-style-type: none"> ● 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Certain dispositions help individuals contribute to the health of American democracy.	<ul style="list-style-type: none"> ● 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. ● 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. ● 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	<ul style="list-style-type: none"> ● 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

Suggested Activities

1. Read various fiction and nonfiction texts related to unit. Students will ask and answer **5W questions** about the text using evidence.
2. Read, discuss, and reflect on current events related to civics, government, and human rights using Time for Kids or Scholastic News.
3. Design a class constitution. Have students discuss in groups if each class rule provides for the common good of the class.
4. Explore the three branches of government using a variety of text, video, and audio sources. Create a "government tree" showcasing the different people and responsibilities of each branch of government.
5. Stage a mock election for a government leader or fictional student government role. In groups, students will evaluate the characteristics, experience, and knowledge of each candidate. Students will write an argumentative response including evidence to support their claims.
6. Read and discuss: *Sometimes People March* by Tessa Allen. Focus on the first amendment rights using this story.
7. Read and discuss selections from: *No Voice Too Small: Fourteen Young Americans Making History*.

Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

- Class discussion & participation
- Observations/Conferences
- Classwork activities
- Graphic Organizers
- Group activities
- Student journals/reflections
- Exit tickets

Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

- Projects
- Quizzes
- Written responses
- Presentations

Resources

- BrainPop Junior
- Time for Kids (Grade 3)
- Scholastic News
- RazKids (Learning A-Z)
- Vooks.com
- Epic!
- Textbook series (if available)
- IXL
- *Sometimes People March* by Tessa Allen
- *No Voice Too Small: Fourteen Young Americans Making History*

Social Studies Practices

- Developing Questions and Planning Inquiry
- Seeking Diverse Perspectives
- Engaging in Civil Discourse and Critiquing Conclusions
- Taking Informed Action

See page 22 for additional detail

Social-Emotional Learning Competencies

- Social Awareness
- Responsible Decision Making
- Relationship Skills

See page 23 for sub-competencies

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
---	--	---	--	--	--	--	--	---

Unit 2: Geography, People, and the Environment

Trimester: 2

Recommended Instructional Days: 10 weeks

NJSLS - United States History: America in the World 6.1

Disciplinary Strand: Geography, People, and the Environment

Disciplinary Concept:

- Spatial Views of the World (SV)
- Human Population Patterns (PP)
- Human Environment Interaction (HE)
- Global Interconnections (GI)

NJSLS - Active Citizenship in the 21st Century 6.3

- **Disciplinary Strand:** Geography, People, and the Environment
- **Disciplinary Concept:** : Human Environment Interaction; Global Interconnections

Essential Questions

(Questions designed to provoke inquiry and lead to a deeper understanding of the big ideas. Encourage students to make connections between the past and present)

1. Why do people move and migrate?
2. What makes a place unique and different?
3. How do people impact their environment?

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

Disciplinary Concept: Digital Citizenship

<u>Core Ideas</u>	<u>Performance Expectations</u>
Digital engagement can improve the planning and delivery of climate change actions.	9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

Career Readiness, Life Literacies, & Key Skills Practices:

- Act as a responsible and contributing members and employees
- Consider the environmental, social, and economic impacts of decisions.
- Work productively in teams while using cultural/global competence.

Knowledge and Skills

(Core Ideas)

Students will know....

(Performance Expectations)

Students will be able to...

Regions form and change as a result of unique physical characteristics, conditions, economies, and culture.

- **6.1.5.GeoPP.1:** Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

Patterns of settlement differ markedly from region to region, place to place, and time to time.

- **6.1.5.GeoPP.3:** Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- **6.1.5.GeoPP.4:** Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

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

- **6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- **6.1.5.GeoSV.3:** Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- **6.1.5.GeoSV.4:** Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

Knowledge and Skills (continued)

(Core Ideas) Students will know....	(Performance Expectations) Students will be able to...
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none">● 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.● 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	<ul style="list-style-type: none">● 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.● 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none">● 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.	<ul style="list-style-type: none">● 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Suggested Activities

1. Read various fiction and nonfiction texts related to unit. Students will ask and answer **5W questions** about the text using evidence.
2. Read, discuss, and reflection on various current events related to climate change, the environment, and its impact on people.
3. Create a travel brochure about a region of the United States. Highlight the culture, economic, and physical features of each region. Teacher may extend the activity by having students present their brochures in pairs or small groups. Students can then discuss the similarities/differences of each region they explored together.
4. Explore characteristics of rural, suburban, and urban areas. Students will create a visual three-circle venn-diagram or slideshow of pictures and facts describing each type of community.
5. Compare and contrast places in New Jersey, the United States, and the world using a variety of photographs. Google Earth and virtual field trips can be useful for this style of activity.
6. Investigate how climate change is affecting our world today. Create an action plan to help our environment.
7. Read and discuss: *Old Enough to Save The Planet* by Loll Kirby.

Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

- Class discussion & participation
- Observations/Conferences
- Classwork activities
- Graphic Organizers
- Group activities
- Student journals/reflections
- Exit tickets

Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

- Projects
- Quizzes
- Written responses
- Presentations

Resources

- BrainPop Junior
- Time for Kids (Grade 3)
- Scholastic News
- RazKids (Learning A-Z)
- Vooks.com
- Epic!
- Textbook series (if available)
- IXL
- [National Geographic Elementary Map Skills](#)

Social Studies Practices

- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Developing Claims and Using Evidence
- Taking Informed Action

Social-Emotional Learning Competencies

- Self-Awareness
- Responsible Decision Making

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	x	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	x	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	x	Standards in Action: <i>Climate Change</i>
---	---	---	---	---	--	---	--	---	---

Unit 3: Economics, Innovation, & Technology

Trimester: 2-3

Recommended Instructional Days: 8 weeks

NJSLS - United States History: America in the World 6.1

Disciplinary Strand: Economics, Innovation, & Technology

Disciplinary Concept:

- Economic Ways of Thinking (ET)
- Exchanges and Markets (EM)
- National Economy (NE)
- Global Economy (GE)

NJSLS - Active Citizenship in the 21st Century 6.3

- **Disciplinary Strand:** Economics, Innovation, and Technology
- **Disciplinary Concept:** Economic Ways of Thinking

Essential Questions

(Questions designed to provoke inquiry and lead to a deeper understanding of the big ideas. Encourage students to make connections between the past and present)

1. What makes an economy successful?
2. How is a country's economy influenced by its government, people, resources, and technology?
3. What are the positive and negative effects of trade?

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

Disciplinary Concept: Financial Psychology

<u>Core Ideas</u>	<u>Performance Expectations</u>
Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.	<p>9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.</p> <p>9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).</p>

Career Readiness, Life Literacies, & Key Skills Practices:

- Attend to financial well-being
- Consider environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation
- Plan education and career paths aligned to personal goals.

Knowledge and Skills

(Core Ideas)

Students will know....

(Performance Expectations)

Students will be able to...

Economic decision making involves setting goals and identifying the resources available to achieve those goals.

- **6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.

An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.

- **6.1.5.EconET.2:** Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- **6.1.5.EconET.3:** Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.

- **6.1.5.EconEM.1:** Explain why individuals and businesses specialize and trade.
- **6.1.5.EconEM.3:** Describe how supply and demand influence price and output of products.

The exchange of goods and services can have negative and positive effects.

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

The government uses a variety of tools to pay for goods and services it provides to individuals and communities..

- **6.1.5.EconNM.1:** Explain the ways in which the government pays for the goods and services it provides

A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

- **6.1.5.EconNM.2:** Use data to describe how the availability of resources in New Jersey and other **regions in the United States** have impacted economic opportunities.
- **6.1.5.EconNM.3:** Describe how the development of different transportation systems impacted the economies of New Jersey and the **United States**.
- **6.1.5.EconNM.4:** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **6.1.5.EconNM.7:** Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

Economic decision making involves setting goals and identifying the resources available to achieve those goals.

- **6.3.5.EconET.1:** Investigate an economic issue that impacts children and propose a solution.

Suggested Activities

1. Read various fiction and nonfiction texts related to unit. Students will ask and answer **5W questions** about the text using evidence.
2. Read, discuss, and reflect on current events related to economics, innovation, and technology using Time for Kids or Scholastic News.
3. Explore resource maps to determine resources available around the country. Discuss and reflect on how the resources may affect the way people live and work in each place. National Geographic has many maps and activities teachers may find useful. (see link provided)
4. Examine a transportation innovation such as the Morris Canal, Erie Canal and/or the Transcontinental Railroad using a mix of primary and secondary sources. Discuss and reflect on how these transportation systems impacted the economy of New Jersey and the United States. Provide students with a choice board to showcase their learning.
5. Read and discuss: *Rock, Brock and the Savings Shock* by Sheila Bair. Focus on financial choices and their impact on individuals.

Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

- Class discussion & participation
- Observations/Conferences
- Classwork activities
- Graphic Organizers
- Group activities
- Student journals/reflections
- Exit tickets

Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

- Projects
- Quizzes
- Written responses
- Presentations

Resources

- BrainPop Junior
- Time for Kids (Grade 3)
- Scholastic News
- RazKids (Learning A-Z)
- Vooks.com
- Epic!
- Textbook series (if available)
- IXL
- [National Geographic Elementary Map Skills](#)

Social Studies Practices

- Developing Questions and Planning Inquiry
- Developing Claims and Using Evidence
- Presenting Arguments and Explanations

Social-Emotional Learning Competencies

- Self-Awareness
- Self-Management
- Responsible Decision Making

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	x	Standards in Action: <i>Climate Change</i>
---	--	---	--	--	---	--	---	---

Unit 4: History, Culture, and Perspectives

Trimester: 3

Recommended Instructional Days: 10 weeks

NJSLS - United States History: America in the World 6.1

Disciplinary Strand: History, Culture, and Perspectives

Disciplinary Concept:

- Continuity and Change (CC)
- Understanding Perspectives (UP)
- Historical Sourcing and Evidence (SE)
- Claims and Argumentation (CA)

NJSLS - Active Citizenship in the 21st Century 6.3

- **Disciplinary Strand:** Civics, Government, and Human Rights
- **Disciplinary Concept:** Participation and Deliberation

Essential Questions

(Questions designed to provoke inquiry and lead to a deeper understanding of the big ideas. Encourage students to make connections between the past and present)

1. How does understanding the past help us understand the world today?
2. Why might people have different interpretations of historical and current events?
3. How do primary and secondary sources help us understand the past?

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

Disciplinary Concept: Global and Cultural Awareness

<u>Core Ideas</u>	<u>Performance Expectations</u>
Culture and geography can shape an individual's experiences and perspectives	9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Disciplinary Concept: Information and Media Literacy

<u>Core Ideas</u>	<u>Performance Expectations</u>
Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
Specific situations require the use of relevant sources of information.	9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Career Readiness, Life Literacies, & Key Skills Practices:

- Act as a responsible and contributing community members and employee.
- Demonstrate creativity and innovation
- Model integrity, ethical leadership, and effective management.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Knowledge and Skills

(Core Ideas) Students will know....	(Performance Expectations) Students will be able to...
Chronological sequencing helps us track events over time	<ul style="list-style-type: none"> • 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. • 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
Interactions of people and events throughout history have shaped the world we experience today.	<ul style="list-style-type: none"> • 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time. • 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
Events may be viewed differently based on one's perspective.	<ul style="list-style-type: none"> • 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
Historical records are shaped by the society that the creator lived in.	<ul style="list-style-type: none"> • 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. • 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. • 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	<ul style="list-style-type: none"> • 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<ul style="list-style-type: none"> • 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

Suggested Activities

1. Read various fiction and nonfiction texts related to unit. Students will ask and answer **5W questions** about the text using evidence.
2. Read, discuss, and reflect on current events related to history, culture, and perspectives using Time for Kids or Scholastic News.
3. Examine selections from primary sources such as: the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights. Discuss and reflect on the question: *Does America practice what it preaches?* Write an argumentative response using evidence from the primary sources and secondary sources.
4. Explore an historical symbol, monument, and/or holiday that was once celebrated in our country using primary and secondary sources. Examine the question: Why do people today not view the [historical symbol, monument, and/or holiday] the same way as they did in the past? Possible topics: Civil War monuments, Columbus Day.
5. Read and discuss: ***We Are America*** by Walter Dean Myers. Focus on what it means to be "American." How have the people, places, history, and symbols of our nation evolved over time?
6. Read and discuss selections from: ***American Immigration: Our History, Our Stories*** by Kathleen Krull
7. Read and discuss: ***A Different Pond*** by Bao Phi. Connect this story to immigration.
8. Incorporate grade-level Holocaust/Genocide lessons provided by the New Jersey Commission on Holocaust Education. (see link provided under "resources")

Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

- Class discussion & participation
- Observations/Conferences
- Classwork activities
- Graphic Organizers
- Group activities
- Student journals/reflections
- Exit tickets

Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

- Projects
- Quizzes
- Written responses
- Presentations

Resources

- BrainPop Junior
- Time for Kids (Grade 3)
- Scholastic News
- RazKids (Learning A-Z)
- Vooks.com
- Epic!
- Textbook series (if available)
- IXL
- ***We Are America*** by Walter Dean Myers
- ***American Immigration: Our History, Our Stories*** by Kathleen Krull
- ***A Different Pond*** by Bao Phi
- Teaching about the Holocaust using UDL (click [here!](#))

Social Studies Practices

- Seeking Diverse Perspectives
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions

Social-Emotional Learning Competencies

- Self-Awareness
- Social Awareness
- Relationship Skills

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
---	--	---	--	--	--	--	--	---

Modifications & Accommodations Chart

IEP's/504's

- Preferential seating
- Use of technology
- Audio books/texts
- Text-to-speech
- Provide class notes
- Extended time
- Repeat directions
- Redirection
- Visual aids/graphic organizers
- Provide word banks
- Modify class assignments & assignments for length and difficulty

English Language Learners

- Use of technology
- Text-to-speech
- Audio books/texts
- Word banks
- Reference sheets
- Model assignments
- Small groups/peer partners
- Bilingual dictionary/translation
- Visual aids
- Graphic organizers
- Modified assignments

RTI

- Provide verbal & written instructions
- Preferential seating
- Flexible seating
- Use of technology
- Text-to-speech
- Audio books/texts
- Extended time
- Provide visual aids & graphic organizers
- Chunk assignments into more manageable tasks
- Small groups/peer partners
- Provide class notes
- Allow breaks

Gifted & Talented

- Tiered assignments
- Choice boards
- Ability grouping
- Provide independent learning opportunities
- Use of learning centers
- Higher Level Questioning
- Independent Research/Inquiry

Social Studies Practices

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

<u>Practice</u>	<u>Description</u>
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed