

**Quinton Township School District**  
**Social Studies Grade 3: Our Community and Beyond**

[Pacing Guide](#)

**SOCIAL STUDIES GRADE 3 OVERVIEW**

In Grade 3, students will learn about their community and beyond.

**UNIT 1**

**Marking Period:**

1

**Unit Title:**

Geography

**Pacing:**

42 days

**Unit Summary:** In this unit, students will delve into the study of geography, regionalism, and civics by exploring various regions in the United States, their cultural, economic, and physical characteristics, and how these regions compare to each other. Students will examine urban, suburban, and rural communities to understand how location and human needs influence where people live and why they are drawn to certain areas. They will also learn how to use maps and digital geographic tools to analyze the relationships between places, measure distances, and explore time zones using latitude and longitude. By studying the roles of government at local, county, and state levels, students will gain a clearer understanding of how geography and government intersect to shape communities and influence decision-making at all levels. () ^

**Objectives:**

- Compare and contrast the culture, economy, and physical characteristics of different regions in the United States, exploring the concept of regionalism to understand how unique features influence the way people live.
- Investigate the different physical and human characteristics of urban, suburban, and rural communities, identifying the factors that make each community unique and understanding why people are attracted to different environments. () ^
- Discuss the reasons that people's diverse economic, ability, or religious backgrounds impact where people live. ()
- Explain the importance of respecting yourself and others despite having diverse backgrounds. ^
- Identify and select the most appropriate types of maps for specific purposes, understanding how various maps serve different needs in geography.
- Use maps to explain how the location and physical characteristics of places in New Jersey, the United States, and other countries affect the relationships between them.
- Demonstrate the ability to use digital geographic tools, maps, and globes to measure distances, calculate time zones, and locate specific places using latitude and longitude.
- Use a variety of geographic representations, such as maps and globes, to describe and compare the similarities and differences between places in New Jersey, the United States, and around the world.
- Explain the structure and function of government at the local, county, and state levels, recognizing how government impacts

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
Social Studies Grade **3**: Our Community and Beyond

| communities and the lives of citizens.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                     |                                                                                                                                             |                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Compelling Question:</b> How does our town contribute to New Jersey’s History? How does Liberty State Park relate to geography and how humans interact with geography?</p> <p><b>Essential Questions:</b> Where in the world is our community? Where in the United States is our community? How does geography affect our community? How did Native Americans adapt to their environments long ago?</p>                                                                                                                                                              |                                                                                     |                                                                                                                                             |                                                                                                                                                                                                                                                                          |
| <p><b>New Jersey Student Learning Standards/Learning Targets:</b><br/>6.1.5.GeoPP.1, 6.1.5.GeoPP.4, 6.1.5.GeoSV.1, 6.1.5.GeoSV.2, 6.1.5.GeoSV.3, 6.1.5.GeoSV.4, 6.1.5.CivicsPI.5</p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                     |                                                                                                                                             |                                                                                                                                                                                                                                                                          |
| <b>Interdisciplinary Connections:</b> W.SE.3.6, SL.PE.3.1, SL.PI.3.4, 3.DL.A.1, 2.1.5.SSH.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                     |                                                                                                                                             |                                                                                                                                                                                                                                                                          |
| <b>Career Readiness, Life Literacies, and Key Skills:</b> 9.4.5.GCA.1, 9.4.5.CT.4, 9.4.5.CI.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |                                                                                                                                             |                                                                                                                                                                                                                                                                          |
| <b>Computer Science and Design Thinking:</b> 9.4.5.IML.6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                                                                             |                                                                                                                                                                                                                                                                          |
| <b>Career Education:</b> 9.2.5.CAP.8, 9.2.5.CAP.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                     |                                                                                                                                             |                                                                                                                                                                                                                                                                          |
| <b>Essential Unit Vocabulary:</b> border, capital, continent, country, equator, geography, government, ocean, prime meridian, state, canyon, cardinal direction, map key, scale, symbol, environment, trade, tribes                                                                                                                                                                                                                                                                                                                                                        |                                                                                     |                                                                                                                                             |                                                                                                                                                                                                                                                                          |
| Overview of Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Teacher’s Guide/ Resources                                                          | Core Instructional Materials                                                                                                                | Technology Infusion                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>● <b>Part A:</b> Understanding the Geography of the World (TCI, Unit 1, Lesson 1)               <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Our Community is on Planet Earth</li> <li>○ <b>Section 2:</b> Our Community is on a Continent</li> <li>○ <b>Section 3:</b> Our Community is in a Country</li> <li>○ <b>Section 4:</b> Our Community is in a State</li> <li>○ <b>Section 5:</b> Finding Communities in a State</li> </ul> </li> <li>● <b>Part B:</b> Finding Places in the United States (TCI,</li> </ul> | TCI Teachers’ Curriculum Institute Online Social Studies Alive! - Our Community and | TCI Teacher’s Manual<br><i>Online Student notebooks</i> <ul style="list-style-type: none"> <li>● Google Applications: Documents,</li> </ul> | <ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Online Videos, pictures, and text</li> </ul> |

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
Social Studies Grade **3**: Our Community and Beyond

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                 |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Unit 1, Lesson 2)</p> <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> The 50 States</li> <li>○ <b>Section 2:</b> Mapping the US</li> <li>○ <b>Section 3:</b> The Statue of Liberty</li> <li>○ <b>Section 4:</b> The Everglades</li> <li>○ <b>Section 5:</b> The Willis Tower</li> <li>○ <b>Section 6:</b> Mount Rushmore</li> <li>○ <b>Section 7:</b> The Grand Canyon</li> <li>○ <b>Section 8:</b> The Golden Gate Bridge</li> <li>● <b>Part C:</b> Geography and the Way we Live (TCI, Unit 1, Lesson 3) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> What is Geography?</li> <li>○ <b>Section 2:</b> Adapting to Geography</li> <li>○ <b>Section 3:</b> The Geography of Roseburg, Oregon</li> <li>○ <b>Section 4:</b> Las Cruces, New Mexico</li> <li>○ <b>Section 5:</b> Gloucester, Massachusetts</li> <li>○ <b>Section 6:</b> Galveston, Texas</li> </ul> </li> </ul> | <p>Beyond</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Slides, Forms, Classroom and more</p> <ul style="list-style-type: none"> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Timelinks Textbooks</li> <li>● Online Videos, pictures, and text</li> </ul> |  |
| <p style="text-align: center;"><b>Assessments</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                 |  |
| <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Exit Ticket</li> <li>● Quiz</li> <li>● Teacher/Student Conference</li> <li>● Teacher Observation</li> <li>● Student Self Reflection</li> <li>● Think Pair Share</li> </ul> <p><b><u>Suggested Formative Projects</u></b></p> <ul style="list-style-type: none"> <li>● <b>Build a compass</b> and use it to find the direction of eight landmarks across the United States. Learn how to use <b>map scales and estimate the distance</b> from your community to</li> </ul>                                                                                                                                                                                                                                                                                                                                                   | <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● End of Unit Assessment</li> <li>● Mid Year Benchmark Assessment</li> <li>● End of Year Benchmark Assessment</li> <li>● Completed Projects</li> </ul> <p><b><u>Suggested Summative Performance Task:</u></b><br/> Create a <b>brochure</b> about the geography of your community.<br/> Play a matching <b>game</b> to find out how people in different communities <b>adapt</b> to geography.</p> |                                                                                                                                                                                                                                 |  |

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
Social Studies Grade **3**: Our Community and Beyond

|                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>famous U.S. landmarks.</li><li>● <b>Create a three-dimensional</b> model of Earth.</li><li>● Then use it to answer a series of geography questions.</li><li>● Learn how different Native American groups adapted to their environments by finding hidden objects and organisms in six different locations.</li></ul> |                                                                                                                                         |
| <b>Benchmark Assessments</b> <ul style="list-style-type: none"><li>● District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)</li></ul>                                                                                                                                                                      | <b>Alternative Assessments</b> <ul style="list-style-type: none"><li>● Alternative Choice Projects</li><li>● Oral Assessments</li></ul> |

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
Social Studies Grade 3: Our Community and Beyond

**Differentiation**

| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>• Utilize effective amount of wait time.</li> <li>• Hold high expectations.</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components.</li> <li>• Provide step by step instructions.</li> <li>• Model and use visuals as often as possible.</li> <li>• Utilize extended time and/or reduce the amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with tasks, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul> | <ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources.</li> <li>• Provide after school tutoring services.</li> <li>• Basic Skills Instruction.</li> <li>• Hold high expectations.</li> <li>• Utilize Go Math! RTI strategies .</li> <li>• Fountas and Pinnell Phonics.</li> <li>• Hold parent conferences fall and spring.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade)</li> <li>• Individual projects based on student's interest and learning styles such as researching the Titanic, creating a model of the Titanic, and teaching class about the Titanic</li> </ul> |

Key: \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
Social Studies Grade **3**: Our Community and Beyond

**UNIT 2**

**Marking Period:**

2

**Unit Title:**

History

**Pacing:**

43 days

**Unit Summary:** In this unit, students will explore the complex relationships between human movement, natural resources, and the impact these factors have on the development of regions, communities, and nations. They will investigate the migratory experiences of various groups of people, focusing on both voluntary and involuntary migration, and analyze how these movements shaped the identities and economies of regions such as the U.S. colonies and New Jersey. Students will use geographic tools and multiple sources to study historical events, including European exploration of North America and the resulting cultural, economic, and political changes. Additionally, they will examine how cultural and environmental characteristics influence the distribution of people, goods, and ideas, and explore how global and national leaders collaborate to address challenges faced by diverse communities. Through this unit, students will gain a deeper understanding of how human movement and history intertwine, shaping the modern world. This unit will also address February's Black History Month and March's Women's History Month. ^ () \*

**Objectives:**

- Use geographic models to describe how human movement relates to the location of natural resources and how this movement sometimes results in conflict.
- Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, explaining why their experiences differed.
- Evaluate the impact of the movement of people from place to place on individuals, communities, and regions using multiple sources. \*
- Utilize geographic tools to determine the factors that influenced emigration, settlement patterns, and regional identities of the US colonies.
- Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 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.
- Use a variety of sources to illustrate how the American identity has evolved over time.
- Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, citing evidence from multiple perspectives to describe the challenges they encountered.
- Identify the important contributions to our society made by AAPI (or Black) individuals. \* @
- Compare and contrast historians' interpretations of important historical ideas, resources, and events.
- Research and present key facts about Anne Frank's life, her experiences during World War II, and her impact on history, demonstrating an understanding of her contributions and legacy. ^

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
Social Studies Grade **3**: Our Community and Beyond

- Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. ()
- Examine multiple accounts of early European explorations of North America, including major land and water routes, reasons for exploration, and the impact of exploration.
- Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. ()
- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- Design and create a hands-on project that showcases the life, achievements, and impact of an influential Black figure in history. \*
- Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

**Compelling Question:** How has geography affected the growth and development of your town and NJ in general?

**Essential Questions:** Where in the world is our community? How does Liberty State Park relate to geography and how humans interact with geography?

**New Jersey Student Learning Standards/Learning Targets:**

6.1.5.GeoPP.3, 6.1.5.GeoPP.6, 6.1.5.GeoGI.1, 6.1.5.GeoGI.3, 6.1.5.GeoGI.4, 6.1.5.HistoryCC.1, 6.1.5.HistoryCC.2, 6.1.5.HistoryUP.1, 6.1.5.HistoryUP.5, 6.1.5.HistoryUP.4, 6.1.5.HistorySE.1, 6.1.5.HistoryUP.6, 6.1.5.CivicsPD.3, 6.1.5.CivicsHR.3, 6.1.5.CivicsCM.1

**Interdisciplinary Connections:** W.IW.3.2, SL.PE.3.1, W.SE.3.6, RI.CR.3.1, 2.1.5.SSH.3

**Career Readiness, Life Literacies, and Key Skills:** 9.1.5.RM.1, 9.4.5.CI.3, 9.4.5.CT.3, 9.4.5.CT.4, 9.4.5.GCA.1

**Computer Science and Design Thinking:** 9.4.5.IML.1, 9.4.5.IML.5, 9.4.5.IML.6

**Career Education:** 9.2.5.CAP.8

**Essential Unit Vocabulary:** border, capital, continent, country, equator, geography, government, ocean, prime meridian, state

| Overview of Activities                                                                                        | Teacher's Guide/<br>Resources | Core Instructional<br>Materials | Technology Infusion                                                                                          |
|---------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <b>Part A:</b> Settling in the US (TCI, Unit 2, Lesson 4)</li> </ul> | TCI Teachers'                 | TCI Teacher's Manual            | <ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications:</li> </ul> |

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
Social Studies Grade **3**: Our Community and Beyond

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                            |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> America Before 1800</li> <li>○ <b>Section 2:</b> Why immigrants Come to the US</li> <li>○ <b>Section 3:</b> How immigrants Come to the US</li> <li>○ <b>Section 4:</b> Settling in the US</li> <li>○ <b>Section 5:</b> Life for immigrants in the US</li> <li>○ <b>Section 6:</b> Becoming a U.S. Citizen</li> <li>● <b>Part B:</b> Diversity in the US (TCI, Unit 2, Lesson 5) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Different Cultures</li> <li>○ <b>Section 2:</b> Different Foods</li> <li>○ <b>Section 3:</b> Different Languages</li> <li>○ <b>Section 4:</b> Different Traditions</li> <li>○ <b>Section 5:</b> Community Expresses Itself</li> </ul> </li> <li>● <b>Part C:</b> Making Communities Better (TCI, Unit 2, Lesson 6) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Good citizens help their Community</li> <li>○ <b>Section 2:</b> Clara Barton helps Soldiers</li> <li>○ <b>Section 3:</b> Cesar Chavez helps Farmworkers</li> <li>○ <b>Section 4:</b> Ruby Bridges helps African Americans</li> <li>○ <b>Section 5:</b> Lois Marie Gibbs helps make her community safer</li> <li>○ <b>Section 6:</b> Judy Heumann Helps native Americans</li> <li>○ <b>Section 7:</b> Billy Frank Jr. Helps</li> </ul> </li> </ul> | <p>Curriculum Institute Online</p> <p>Social Studies Alive! - Our Community and Beyond</p> | <p><i>Online Student notebooks</i></p> <ul style="list-style-type: none"> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Timelinks Textbooks</li> <li>● Online Videos, pictures, and text</li> </ul> | <p>Documents, Slides, Forms, Classroom and more</p> <ul style="list-style-type: none"> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Online Videos, pictures, and text</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
Social Studies Grade **3**: Our Community and Beyond

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <p>Native Americans</p> <ul style="list-style-type: none"> <li>● <b>Part D:</b> Cultures around the World (TCI, Unit 2, Lesson 7) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Cultures in Different Countries</li> <li>○ <b>Section 2:</b> Josie Lives in Canada</li> <li>○ <b>Section 3:</b> Luis lives in Paraguay</li> <li>○ <b>Section 4:</b> Kazuo lives in Japan</li> <li>○ <b>Section 5:</b> Hungary</li> <li>○ <b>Section 6:</b> Australia</li> <li>○ <b>Section 7:</b> Nigeria</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
| <b>Assessments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
| <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Exit Ticket</li> <li>● Quiz</li> <li>● Teacher/Student Conference</li> <li>● Teacher Observation</li> <li>● Student Self Reflection</li> <li>● Think Pair Share</li> </ul> <p><b><u>Suggested Formative Projects</u></b></p> <ul style="list-style-type: none"> <li>● <b>On a laminated atlas or online atlas.</b> Which countries are south of the equator? Write an X on these countries.</li> <li>● <b>Journal Writing:</b> What cultural things do you see people sharing in this community?</li> <li>● <b>On map.</b> Which countries are islands? Circle these countries.</li> <li>● Two countries are north of the equator and west of the prime meridian. <b>Draw a line</b> between these countries.</li> </ul> | <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● End of Unit Assessment</li> <li>● Mid Year Benchmark Assessment</li> <li>● End of Year Benchmark Assessment</li> <li>● Completed Black History Month Project</li> </ul> <p><b><u>Suggested Summative Performance Task:</u></b></p> <ul style="list-style-type: none"> <li>● Picture yourself as an immigrant. You have been in the United States for just a few months. <b>Write a postcard</b> to your friends back home. Tell one thing you like about life in the United States. Tell one thing you don't like. In the top right corner, draw a stamp for the postcard.</li> <li>● Think of a group of people who could start to make <b>changes in your community</b>. Make a poster for the group on a sheet of paper. Be sure your poster shows • the name of the group. • what kind of change the group wants. • why the change is important. • what people should do to help.</li> <li>● Choose one of the six children in the chapter. <b>Draw a picture</b> of the child. Write the child's name below the picture. Then complete each sentence below. <b>Tell one thing the child sees, hears, smells, tastes, or touches.</b> Write the sentences on your paper. Draw a line from each sentence to the matching part of the child's body. • "I see . . ." • "I hear . . ." • "I smell . . ." • "I taste . . ." • "I touch . . ."</li> </ul> |  |  |

**Quinton Township School District**  
Social Studies Grade **3**: Our Community and Beyond

|                                                                                                                                                                                       |                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)</li> </ul> | <b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>Alternative Choice Projects</li> <li>Oral Assessments</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|

**Differentiation**

| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>RTI</li> <li>Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>Utilize effective amount of wait time.</li> <li>Hold high expectations.</li> <li>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>Utilize open-ended questioning techniques.</li> <li>Utilize scaffolding to support instruction.</li> <li>Chunk tasks into smaller components.</li> <li>Provide step by step instructions.</li> <li>Model and use visuals as often as possible.</li> <li>Utilize extended time and/or reduce the amount of items given for homework, quizzes, and tests.</li> <li>Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>Create rubrics/allow students to assist with tasks, so that all are aware of expectations.</li> <li>Create modified assessments.</li> <li>Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>Provide individualized assistance as necessary.</li> <li>Allow for group work (strategically selected) and collaboration as necessary.</li> <li>Utilize homework recorder within SIS.</li> <li>Allow for copies of notes to be shared out.</li> <li>Utilize assistive technology as appropriate.</li> <li>Provide meaningful feedback and utilize teachable moments.</li> <li>Utilize graphic organizers</li> <li>Introduce/review study skills</li> <li>Provide reading material at or slightly above students' reading levels.</li> <li>Utilize manipulatives as necessary.</li> <li>Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>RTI</li> <li>Speech/Language Therapy</li> <li>Rosetta Stone</li> <li>Hold high expectations</li> <li>Provide English/Spanish Dictionary for use</li> <li>Place with Spanish speaking teacher/paraprofessional as available</li> <li>Learn/Utilize/Display some words in the students' native language</li> <li>Invite student to after school tutoring sessions</li> <li>Basic Skills Instruction</li> <li>Utilize formative assessments to drive instruction</li> <li>Translate printed communications for parents in native language</li> <li>Hold conferences with translator present</li> <li>Utilize additional NJDOE resources/recommendations</li> <li>Review Special Education listing for additional</li> </ul> | <ul style="list-style-type: none"> <li>RTI Tiered Interventions following RTI framework</li> <li>Support instruction with RTI intervention resources.</li> <li>Provide after school tutoring services.</li> <li>Basic Skills Instruction.</li> <li>Hold high expectations.</li> <li>Utilize Go Math! RTI strategies .</li> <li>Fountas and Pinnell Phonics.</li> <li>Hold parent conferences fall and spring.</li> <li>Make modifications to instructional plans based on I and RS Plan.</li> <li>Develop a record system to encourage good behavior and completion of work.</li> <li>Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>Promote self-initiated and self-directed learning and growth.</li> <li>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade)</li> <li>Individual projects based on student's interest and learning styles such as researching the Titanic, creating a model of the</li> </ul> |

Key: \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
Social Studies Grade **3**: Our Community and Beyond

|  |                                                                                                                       |  |                                               |
|--|-----------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------|
|  | <div>recommendations</div> <ul style="list-style-type: none"><li>• Establish a consistent and daily routine</li></ul> |  | Titanic, and teaching class about the Titanic |
|--|-----------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------|

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
Social Studies Grade **3**: Our Community and Beyond

| UNIT 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                    |           |                |         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------|-----------|----------------|---------|
| <b>Marking Period:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 3 | <b>Unit Title:</b> | Economics | <b>Pacing:</b> | 45 days |
| <p><b>Unit Summary:</b> In this unit, students will investigate how government functions at the state and local levels, with a focus on decision-making processes and the roles of elected officials. They will explore the key features and structures of government in both New Jersey and their own community, gaining an understanding of how laws and policies are created and enforced. Additionally, students will examine the ways in which citizens can influence government decisions, from voting to civic engagement. Through interactive discussions, real-world examples, and hands-on activities, students will develop a deeper appreciation for their role in shaping their community and state.</p> |   |                    |           |                |         |
| <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Identify positive and negative incentives that influence people's decision-making.</li> <li>● Describe how supply and demand impact the price and availability of products.</li> <li>● Explain how scarcity and choice affect the decisions made by individuals, communities, and nations.</li> <li>● Analyze the roles and relationships among households, businesses, workers, and governments within the economic system.</li> <li>● Illustrate how the production, distribution, and consumption of goods and services are interconnected and influenced by global markets and world events.</li> </ul>                                        |   |                    |           |                |         |
| <p><b>Compelling Questions:</b> How are governmental decisions made at the state and local levels?</p> <p><b>Essential Questions:</b> How are choices people make affected by available resources? How are choices people make affected by available resources? How do New Jersey's legislative, executive, and judicial branches of government work? What strategies can citizens use to participate/influence local and state government?</p>                                                                                                                                                                                                                                                                       |   |                    |           |                |         |
| <p><b>New Jersey Student Learning Standards/Learning Targets:</b> 6.1.5.EconET.1, 6.1.5.EconET.3, 6.1.5.EconEM.3, 6.1.5.EconNM.7, 6.1.5.EconGE.2</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                    |           |                |         |
| <p><b>Interdisciplinary Connections:</b> W.SE.3.6, SL.PI.3.4, SL.PE.3.1, W.WR.3.5, W.IW.3.2</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                    |           |                |         |
| <p><b>Career Readiness, Life Literacies, and Key Skills:</b> 9.1.5.EG.3, 9.1.5.FP.1, 9.1.5.PB.2, 9.4.5.CT.4</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                    |           |                |         |

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
Social Studies Grade **3**: Our Community and Beyond

**Computer Science and Design Thinking:** 9.4.5.DC.4, 9.4.5.IML.1, 9.4.5.IML.6, 9.4.5.TL.3

**Career Education:** 9.2.5.CAP.2

**Essential Unit Vocabulary:** boycott, citizen, elected representative, election, executive, government, judicial, law, legislative, march, persuade, petitions, protest, rule, sit-ins, unjust, walk out

| Overview of Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Teacher's Guide/ Resources                                                                        | Core Instructional Materials                                                                                                                                                                                                                                                                                                        | Technology Infusion                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● <b>Staging the Unit</b> <ul style="list-style-type: none"> <li>○ Read aloud <i>What if Everybody Did That?</i> by Ellen Javernick.</li> <li>○ Students will design their own book page to extend the book's message.</li> <li>○ Introduce the compelling question.</li> </ul> </li> <li>● <b>Part A:</b> Understanding Our Economy (TCI, Unit 2, Lesson 9) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> We Buy and Sell Things</li> <li>○ <b>Section 2:</b> We Buy Goods and Services</li> <li>○ <b>Section 3:</b> The Things we Buy are Scarce</li> <li>○ <b>Section 4:</b> There are Costs and Benefits to What We Buy</li> <li>○ <b>Section 5:</b> The Free Market Economy</li> </ul> </li> <li>● <b>Part B:</b> Choices in a Free Market (TCI, Unit 3, Lesson 9) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> We Earn Money by</li> </ul> </li> </ul> | <p>TCI Teachers' Curriculum Institute Online Social Studies Alive! - Our Community and Beyond</p> | <p>TCI Teacher's Manual<br/><i>Online Student notebooks</i></p> <ul style="list-style-type: none"> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Timelinks Textbooks</li> <li>● Online Videos, pictures, and text</li> </ul> | <ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Online Videos, pictures, and text</li> <li>● <a href="https://chs.org/education/classroom-outreach/">https://chs.org/education/classroom-outreach/</a> (Three Branches of Government field trip where they visit the school)</li> </ul> |

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
Social Studies Grade **3**: Our Community and Beyond

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| <ul style="list-style-type: none"> <li>Working <ul style="list-style-type: none"> <li>○ <b>Section 2:</b> Businesses and the Economy</li> <li>○ <b>Section 3:</b> Prices Change When Supply is High and Demand is Low</li> <li>○ <b>Section 4:</b> Prices Change When Supply is Low and Demand is High</li> <li>○ <b>Section 5:</b> Changes in Supply and Demand</li> </ul> </li> <li>● <b>Part C:</b> Using Money Wisely (TCI, Unit 3, Lesson 10) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> People Save Money</li> <li>○ <b>Section 2:</b> Ways People Save Money</li> <li>○ <b>Section 3:</b> Businesses Use their Money Wisely</li> <li>○ <b>Section 4:</b> Businesses Invest their Money</li> </ul> </li> <li>● <b>Part D:</b> The US and Global Trade (TCI, Unit 3, Lesson 11) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Countries Trade what they have for What They Want</li> <li>○ <b>Section 2:</b> Countries Trade Natural Resources</li> <li>○ <b>Section 3:</b> Countries Trade Goods that they Make</li> <li>○ <b>Section 4:</b> Business and Global Trade</li> <li>○ <b>Section 5:</b> Benefits and Costs of Global Trade</li> </ul> </li> </ul> |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
Social Studies Grade 3: Our Community and Beyond

| Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Exit Ticket</li> <li>• Quiz</li> <li>• Teacher/Student Conference</li> <li>• Teacher Observation</li> <li>• Student Self Reflection</li> <li>• Think Pair Share</li> </ul> <p><b>Suggested Formative Projects</b></p> <ul style="list-style-type: none"> <li>• Students will <b>create a branch of government visual posters</b> describing the role of each branch.</li> <li>• Students will read <b>real world scenarios</b> in order to determine which strategy was used to participate/influence the government.</li> <li>• Break students into small groups and have them select an article of choice under the debate tab. Have students create a <b>T-chart</b> about the pros and cons of the rule/law.</li> <li>• “Vote” by Eileen Christelow</li> <li>• Understanding Your Roles in Elections (Kids Guide to Government) by Jessica Gunderson</li> </ul> | <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• End of Unit Assessment</li> <li>• Mid Year Benchmark Assessment</li> <li>• End of Year Benchmark Assessment</li> <li>• Completed Projects</li> </ul> <p><b><u>Suggested Summative Performance Task:</u></b><br/> <b>Create a plan</b> for a good that you would like to sell. This plan will include a brief description of your product.<br/>         Your description should also include:</p> <ul style="list-style-type: none"> <li>• details about what resources you will need to make it.</li> <li>• an explanation of how you will make a profit on your goods.</li> <li>• an explanation of how demand for your product will affect its price.</li> </ul> <p><b>Taking Informed Action</b><br/>         See example Students can <b>research</b> an <b>existing problem</b> regarding a community issue. Students will then communicate their ideas (i.e., letter, oral presentation) regarding that issue to an important local or state official or at <a href="mailto:info@kidgovernor.org">info@kidgovernor.org</a> <a href="http://kidgovernor.org/student-action-resource-center">http://kidgovernor.org/student-action-resource-center</a> (kid governor challenge).</p> |
| <p><b>Benchmark Assessments</b></p> <ul style="list-style-type: none"> <li>• District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Alternative Choice Projects</li> <li>• Oral Assessments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
Social Studies Grade 3: Our Community and Beyond

| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>• Utilize effective amount of wait time.</li> <li>• Hold high expectations.</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components.</li> <li>• Provide step by step instructions.</li> <li>• Model and use visuals as often as possible.</li> <li>• Utilize extended time and/or reduce the amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with tasks, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul> | <ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources.</li> <li>• Provide after school tutoring services.</li> <li>• Basic Skills Instruction.</li> <li>• Hold high expectations.</li> <li>• Utilize Go Math! RTI strategies .</li> <li>• Fountas and Pinnell Phonics.</li> <li>• Hold parent conferences fall and spring.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade)</li> <li>• Individual projects based on student's interest and learning styles such as researching the Titanic, creating a model of the Titanic, and teaching class about the Titanic</li> </ul> |

Key: \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
Social Studies Grade **3**: Our Community and Beyond

**UNIT 4**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                    |                  |                |                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------|------------------|----------------|----------------------------|
| <b>Marking Period:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4 | <b>Unit Title:</b> | Civics           | <b>Pacing:</b> | 50 days                    |
| <b>Unit Summary:</b> In this unit, students will explore the foundational concepts of civics, focusing on the roles and responsibilities of citizens in their local community and state. They will examine how laws, government, and active participation shape the functioning of their communities, helping them understand how they can be engaged, responsible citizens. Through hands-on activities, discussions, and real-world examples, students will gain a deeper understanding of their rights, duties, and the importance of being informed and involved members of society.                                                               |   |                    |                  |                |                            |
| <b>Objectives:</b> <ul style="list-style-type: none"> <li>Describe the essential services provided by the government at the community, state, and national levels.</li> <li>Evaluate school and community rules, laws, and policies to determine their effectiveness in achieving their intended purpose.</li> <li>Explain how government actions and the global economy impact the availability of private and public goods and services.</li> <li>Illustrate the interconnected relationship between the production, distribution, and consumption of goods and services, and how they are influenced by global markets and world events.</li> </ul> |   |                    |                  |                |                            |
| <b>Compelling Question:</b> Where in the world is our community?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                    |                  |                |                            |
| <b>Essential Questions:</b> What do we get from our community? What businesses exist in our community? What are the laws of our community?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                    |                  |                |                            |
| <b>New Jersey Student Learning Standards/Learning Targets:</b> 6.1.5.CivicsPI.4, 6.1.5.CivicsPI.5, 6.1.5.PI.6, 6.1.5.CivicsPD.2, 6.1.5.CivicsPD.3, 6.1.5.CivicsPR.1, 6.1.5.CivicsPR.3, 6.1.5.CivicsCM.1, 6.1.5.CivicsCM.6, 6.1.5.GeoGI.1, 6.1.5.GeoGI.4, 6.1.5.EconNE.1, 6.1.5.EconNM.5, 6.1.5.EconGE.2                                                                                                                                                                                                                                                                                                                                                |   |                    |                  |                |                            |
| <b>Interdisciplinary Connections:</b> RI.CR.3.1, W.WR.3.5, W.SE.3.6, SL.PE.3.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                    |                  |                |                            |
| <b>Career Readiness, Life Literacies, and Key Skills:</b> 9.1.8.CR.4, 9.4.5.CT.4, 9.4.5.GCA.1, 9.4.5.CT.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                    |                  |                |                            |
| <b>Computer Science and Design Thinking:</b> 9.4.5.IML.5, 9.4.5.IML.6, 8.1.5.DA.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                    |                  |                |                            |
| <b>Career Education:</b> 9.2.5.CAP.1, 9.2.5.CAP.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                    |                  |                |                            |
| <b>Overview of Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |                    | <b>Teacher's</b> | <b>Core</b>    | <b>Technology Infusion</b> |

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
Social Studies Grade **3**: Our Community and Beyond

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Guide/<br>Resources                                                                                                | Instructional<br>Materials                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● <b>Part A:</b> Providing Public Services (TCI, Unit 4, Lesson 12) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Why we form Communities</li> <li>○ <b>Section 2:</b> Paying for Public Services</li> <li>○ <b>Section 3:</b> Police</li> <li>○ <b>Section 4:</b> Health Care</li> <li>○ <b>Section 5:</b> Public Schools</li> <li>○ <b>Section 6:</b> Firefighting</li> <li>○ <b>Section 7:</b> Public Transportation</li> <li>○ <b>Section 8:</b> Public Parks</li> </ul> </li> <li>● <b>Part B:</b> Government in the United States (TCI, Unit 4, Lesson 13) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> The Mayor and the City Council</li> <li>○ <b>Section 2:</b> The City Manager</li> <li>○ <b>Section 3:</b> The City Clerk</li> <li>○ <b>Section 4:</b> The Parks and Recreation Department</li> <li>○ <b>Section 5:</b> The Public Library</li> <li>○ <b>Section 6:</b> The Fire Department</li> <li>○ <b>Section 7:</b> The Police Department</li> <li>○ <b>Section 8:</b> The Planning Department</li> <li>○ <b>Section 9:</b> The Public Works Department</li> <li>○ <b>Section 10:</b> New Jersey's Government</li> <li>○ <b>Section 11:</b> The US Government</li> </ul> </li> </ul> | TCI<br>Teachers'<br>Curriculum<br>Institute<br>Online<br>Social Studies<br>Alive! - Our<br>Community and<br>Beyond | TCI Teacher's<br>Manual<br><i>Online Student notebooks</i> <ul style="list-style-type: none"> <li>● Google Application s:<br/>Documents , Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Timelinks Textbooks</li> <li>● Online Videos, pictures, and text</li> </ul> | <ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Online Videos, pictures, and text</li> </ul> |
| <b>Assessments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                          |
| <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Exit Ticket/Quiz</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Summative Assessments</b> <ul style="list-style-type: none"> <li>● End of Unit Assessment</li> </ul>            |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                          |

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
Social Studies Grade **3**: Our Community and Beyond

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Teacher/Student Conference</li> <li>• Teacher Observation</li> <li>• Student Self Reflection</li> <li>• Think Pair Share</li> </ul> <p><b><u>Suggested Formative Projects</u></b></p> <ul style="list-style-type: none"> <li>• Exploring public transportation between suburbs and cities through <b>mock play</b> and <b>skits</b></li> <li>• Identifying public services on community <b>maps</b></li> <li>• <b>Money</b> for Public Services and taxes hands on experience activity</li> </ul> | <ul style="list-style-type: none"> <li>• Mid Year Benchmark Assessment</li> <li>• End of Year Benchmark Assessment</li> <li>• Completed Projects</li> </ul> <p><b><u>Suggested Summative Performance Task:</u></b><br/>Make up a new community.</p> <ul style="list-style-type: none"> <li>• <b>Draw a picture or map</b> of the new community.</li> <li>• Put at least three public services in your picture or map.</li> <li>• <b>Write a story</b> to go with your picture or map.</li> </ul> |
| <p><b>Benchmark Assessments</b></p> <ul style="list-style-type: none"> <li>• District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)</li> </ul>                                                                                                                                                                                                                                                                                                                                             | <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Alternative Choice Projects</li> <li>• Oral Assessments</li> </ul>                                                                                                                                                                                                                                                                                                                                                |

**Differentiation**

| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>• Utilize effective amount of wait time.</li> <li>• Hold high expectations.</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components.</li> <li>• Provide step by step instructions.</li> <li>• Model and use visuals as often as possible.</li> <li>• Utilize extended time and/or reduce the amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with tasks, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to</li> </ul> | <ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative</li> </ul> | <ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources.</li> <li>• Provide after school tutoring services.</li> <li>• Basic Skills Instruction.</li> <li>• Hold high expectations.</li> <li>• Utilize Go Math! RTI strategies .</li> <li>• Fountas and Pinnell Phonics.</li> <li>• Hold parent conferences fall and spring.</li> <li>• Make modifications to</li> </ul> | <ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> </ul> |

Key: \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

**Quinton Township School District**  
**Social Studies Grade 3: Our Community and Beyond**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>oral recorded reading.</p> <ul style="list-style-type: none"> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <p>assessments to drive instruction</p> <ul style="list-style-type: none"> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul> | <p>instructional plans based on I and RS Plan.</p> <ul style="list-style-type: none"> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade)</li> <li>• Individual projects based on student's interest and learning styles such as researching the Titanic, creating a model of the Titanic, and teaching class about the Titanic</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI