Moonachie School District
Social Studies Curriculum:
Grade 3

New Jersey Student Learning Standards for Social Studies

Born On: August 23, 2022
Re-Adoption: August 26, 2025

Social Studies Disciplinary Practices:	
The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. *Therefore, all Social Studies Practices are naturally integrated throughout each area of study.*	
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	s Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

| Taking Informed Action | After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change. |

6.1 U.S. History: America in the World

Disciplinary Concept: Civics, Government, And Human Rights   **Amistad, Holocaust**

Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Civics And Political Institutions The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.	In a representative democracy, individuals play a role in how the government functions.	- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. - 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
	In a representative democracy, individuals elect representatives to act on the behalf of the people.	- 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
	Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	- 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States. - 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. - 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government. - 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government. - 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government. - 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Participation and Deliberation Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters.	Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).	- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. - 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials). - 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.		- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
	Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. - 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
	A major role of citizens in a representative democracy is to make responsible decisions about who should govern.	- 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Democratic Principles Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.	Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	- 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). - 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). - 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Processes and Rules Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.	There are different processes for establishing rules and laws.	- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. - 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
	Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. - 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems. -
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Human and Civil Rights Human rights are universal, inalienable, and	It is the responsibility of individuals and institutions at	- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the

interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.	the state, national, and international levels to promote human rights.	improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). - 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. - 6.1.5.CivicsHR.3: 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.
	Individuals have the right to be safe and not to be bullied or discriminated against.	- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Disciplinary Concept	Core Ideas	Performance Expectation Standards
Civic Mindedness Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions – alone or in combination with others – can make a difference is closely related to democratic principles and participation.	Certain dispositions help individuals contribute to the health of American democracy.	- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. - 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good. - 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. - 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. - 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society. - 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
● SWBAT identify the roles of the three branches of government	● Branches of Government "Tree" ● Just vs Unjust Laws- Create and	● exit slip (possible matching)	● BrainPop ● Discovery Education

● SWBAT determine and utilize just and unjust when discussing laws ● SWBAT identify the responsibilities of each level of government (mayor, governor, president) ● SWBAT identify Gandhi and his importance to the civil rights movement	<mark>discuss the fairness and unfairness of different laws(debate/group discussion) For example "laws" about people with disabilities</mark> ● Who is Responsible?- Discuss different scenarios and determine what government representative is responsible ● <mark>Learn about Gandhi and his belief in nonviolent protest and that effect on MLK Jr, Cesar Chavez</mark> ● Create campaign to identify qualifications and responsibilities for a specific job within the classroom	● oral discussion and use of JUST and UNJUST correctly ● exit slip sort (who is responsible for each level of government) ● Campaign (Flipgrid, persuasive speech, posters) ● Mock election (google forms)	● Youtube / teachertube ● Anchor chart / visuals ● ReadWorks ● Virtual Tour of White House ● Newsela ● Scholastic ● Flipgrid ● Create "fake laws" for students to discuss

Interdisciplinary Connections	RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text. RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series). RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic., W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly W.AW.3.1. Write opinion texts to present an idea with reasons and information SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and

	detail.
Career Readiness, Life Literacies and Key Skills	9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.). 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.2: Identify how you might like to earn an income. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.2.5.CAP.7: Identify factors to consider before starting a business. 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1)
Computer Science and Design Thinking	8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information., 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints). , 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use 8.2.5.NT.3: Redesign an existing product for a different purpose in a collaborative team 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems. 8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects

Modifications				
Multilingual Learners	**Special Education**	**At Risk of School Failure**	**Gifted and Talented**	**504**
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries

Annotation guides Think-pair- share Visual aides Modeling	Extended time Answer masking Answer eliminator Highlighter Color contrast	Counseling	Critical/Analytical thinking tasks Self-directed activities	Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

Grade 3
6.1 U.S. History: America in the World
Disciplinary Concept: Geography, People, and the Environment **AAPI**

Disciplinary Concept	Core Ideas	Performance Expectation Standards
Human Population Patterns Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.	Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.	- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. - 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
	Patterns of settlement differ markedly from region to region, place to place, and time to time.	- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. - 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space. - 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
	The experiences people have	- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary

	when they migrate to new places differs for many reasons, including whether it is by choice or condition.	migratory experiences of different groups of people and explain why their experiences differed.
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Spatial Views of the World Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.	Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). - 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. - 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. - 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). - 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Human Environment Interaction Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.	Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. - 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). - 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration. - 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

	In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.	- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
	Core Ideas	**Performance Expectation Standards**
Global Interconnections Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.	Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. - 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. - 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. - 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
● SWBAT identify regions of US ● SWBAT landforms on a map ● SWBAT evaluate and explain reasons different groups moved to the US (religious freedom, wealth, etc..) ● SWBAT compare and contrast resources and landforms to Pacific Islanders ● SWBAT identify three types of communities (urban, rural, suburban).	● Create a digital map to identify regions of the US ● Using a modeling clay create landform ● Write a persuasive paragraph to convince others to come to that specific region ● Engage in read aloud "Ohana Means Family" and discussion of new vocabulary and venn diagram to compare and contrast ● Compare and contrast physical and human	● created diorama ● Discussions ● Map quiz (to identify regions) ● Completed persuasive writing piece ● completed venn diagram ● identify type of community ● identify characteristics of these communities ● community dioramas ● Venn diagram	● Google earth/maps ● different types of maps ● Ducksters ● NatGeo Kids ● book with landforms ● scholastic news ● EPIC ● clay/playdough (create) Read aloud https://www.youtube.com/watch?v=HKMZMlQodlk Kahoot Same, Same but Different book

	characteristics of different types of communities (rural, suburban, urban)		
Interdisciplinary Connections	RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text. RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series). RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic., W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly W.AW.3.1. Write opinion texts to present an idea with reasons and information SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
Career Readiness, Life Literacies and Key Skills	9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.2: Identify how you might like to earn an income. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.2.5.CAP.7: Identify factors to consider before starting a business. 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1)		
Computer Science and Design Thinking	8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development		

	8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints). , 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use 8.2.5.NT.3: Redesign an existing product for a different purpose in a collaborative team 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems. 8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects

Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

Grade 3
6.1 U.S. History: America in the World
Disciplinary Concept: Economics, Innovation, and Technology

Disciplinary Concept	Core Ideas	Performance Expectation Standards

Economic Ways of Thinking	Core Ideas	Performance Expectation Standards
Economic Ways of Thinking Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.	Economic decision making involves setting goals and identifying the resources available to achieve those goals.	- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make. - 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.
	An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community. - 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Exchange and Markets Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.	The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade - 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). - 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products. - 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
	The exchange of goods and services can have negative and positive effects.	- 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade. - 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
National Economy The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)	The government uses a variety of tools to pay for goods and services it provides to individuals and communities.	- 6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.

	A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	- 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities. - 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. - 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. - 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy. - 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society. - 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Global Economy The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.	Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	- 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world. - 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. - 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations. - 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently. - 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.

Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
● SWBAT discuss local economic issues ● SWBAT create a proposed business	● Discussing American Dreams success / failure (goods,	● timeline of American Dream success/failures	● Flipgrid ● Magazine

(locally) ● SWBAT explain how natural resources affect businesses (no ski resort in Florida too hot)	services vs consumers) Local problems of Chinatown, Little Italy, different cultural areas- compare issues ● ==Create a business proposal plan to solve a local problem (presentation, collage, poster) Use examples such as noodles and rice sa goods brought from other countries== ● ==Use Madame CJ Walker as example== ● Create a Flipgrid to advertise business proposal/resources	● completed FlipGrid with evidence of economics (goods vs services) ● collage of resources per region of the US with possible business/goods ideas.	● Web research ● EPIC ● Maps ● Chinatown-https://interactive.wttw.com/southside/near-southwest/chinatown ● Graphic organizers ● Local websites (county news and local town news). ● "Everyone Brings Noodles"
Interdisciplinary Connections	RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text. RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series). RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic., W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly W.AW.3.1. Write opinion texts to present an idea with reasons and information SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.		

	9.2.5.CAP.2: Identify how you might like to earn an income. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.2.5.CAP.7: Identify factors to consider before starting a business. 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
Computer Science and Design Thinking	8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints). , 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use 8.2.5.NT.3: Redesign an existing product for a different purpose in a collaborative team 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems. 8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

Grades 3		
6.1 U.S. History: America in the World		
Disciplinary Concept: History, Culture, and Perspectives		
Disciplinary Concept	Core Ideas	Performance Expectation Standards
Continuity and Change Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.	Chronological sequencing helps us track events over time.	- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. - 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
	Interactions of people and events throughout history have shaped the world we experience today.	- 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time. - 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. - 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. - 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. - 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. - 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. - 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. - 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. - 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures. - 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

Disciplinary Concept	Core Ideas	Performance Expectation Standards
		- 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. - 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems. - 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Understanding Perspectives Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people's perspectives.	Events may be viewed differently based on one's perspective.	- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. - 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. - 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture. - 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Historical Sourcing and Evidence Historical sourcing and evidence is based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source	Historical records are shaped by the society that the creator lived in.	- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. - 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. - 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
	There are a variety of sources that help us understand the past.	- 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had
	Our understanding of the past	- 6.1.5.HistorySE.2: Construct an argument for the significant and

Disciplinary Concept	Core Ideas	Performance Expectation Standards
	deepens through analysis of a wide variety of primary and secondary sources.	enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
Claims and Argumentation Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.	Historians use evidence from multiple sources to support their claims and arguments about the past.	- 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials

- SWBAT discuss Jamestown's importance - SWBAT identify causes of the American Revolution (ex. Taxes, lack of representation) - SWBAT identify viewpoints of Native Americans vs settlers (forced movement) - SWBAT identify people such as; George Washington, Benjamin Franklin and Thomas Jefferson - SWBAT discuss movement of immigrants when they came to the United States	- Pocahontas and John Smith. - Create a classroom constitution (set of rules and expectations) Symbolized signing of agreement - Create a newspaper or nonfiction piece from the viewpoint of a Native American /colonist /loyalist /separatist discussing issues and events occurring - <mark>Wants vs needs of Native Americans and settlers. US not keeping its "promise" to Native Americans.</mark> - Collaborative biography presentation to identify important contributions (Benjamin Franklin, George Washington, etc.) - <mark>Complete graphic organizer about different areas of immigrants of the same nationality. (Chinatown, Little Italy, New Braunfels, NEW Jersey.</mark> - <mark>Compare & contrast the same cultures in different areas of the US.</mark> - <mark>Letter as immigrant going through Angel / Ellis Island</mark>	- Rubric for newspaper article - Discussion - Exit slip (sort needs vs wants) - Exit slip (fact vs fiction about historical events related to Pocahontas) - Group presentation about assigned Founding Fathers - Venn diagram - Rubric for the letter	- Brain pop - EPIC - Youtube - Graphic organizers - Maps - National Geographic Kids - Scholastic - Discovery Education - Pocahontas movie - Google Earth - Immigration Stories (EPIC) - Ellis Island (virtual tour) http://teacher.scholastic.com/activities/immigration/tour/index.htm
Interdisciplinary Connections	RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text. RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in		

	technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series). RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic., W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly W.AW.3.1. Write opinion texts to present an idea with reasons and information SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling