

Original Adoption: 2023 NJSLs English Language Arts and English as a Second Language (8-21-24); Math NJSLs Mathematics (8-21-24); 2020 NJSLs Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: Social Studies Curriculum Team

**Social Studies
Curriculum Map
THIRD GRADE**

Content Area: Social Studies

<p>Chapter 1:</p> <ul style="list-style-type: none"> ● Our Environment 	<p>September 12, 2025 - October 14, 2025 21 days</p>
<p>Chapter 2:</p> <ul style="list-style-type: none"> ● Economics 	<p>October 24, 2025 - November 18, 2025 19 days</p>
<p>Chapter 3:</p> <ul style="list-style-type: none"> ● Communities Build a Nation ● Celebrating Our Communities 	<p>December 05, 2025 - December 23, 2025 15 days</p>
<p>Chapter 4:</p> <ul style="list-style-type: none"> ● Government, Landmarks, and Symbols 	<p>January 17, 2026 - March 03, 2026 30 days</p>
<p>Chapter 5:</p> <ul style="list-style-type: none"> ● Citizenship and Civic Engagement 	<p>March 13, 2026 - April 28, 2026 27 days</p>
<p>Chapter 6:</p>	<p>May 08, 2026 -</p>

- A Growing Nation

June 2, 2026
24 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

Introduction / Philosophy: Today’s elementary social studies classroom is a learning environment that allows students to engage with social studies content and understand multiple cultural, political, and ethical perspectives. Students are empowered to make informed decisions, communicate conclusions, and contribute to society.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.

- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Chapter 1: Our Environment

Duration: 21 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none"> • 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. • 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.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.
Supporting & Additional Standards
<ul style="list-style-type: none"> • 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.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).

Interdisciplinary Standards

Language Arts

- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Writing

- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

Computer Science & Design Thinking

Data & Analysis

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Algorithms & Programming

- 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, & Key Skills

Civic Financial Responsibility

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

Financial Psychology

- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 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.).

Risk Management and Insurance

- 9.1.5.RMI.1: Identify risks that individuals and households face.

Career Awareness and Planning

- 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.8: Identify risks that individuals and households face.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Social Emotional Learning Standards

Self-Awareness

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

Self-Management

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

Social Awareness

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

Responsible Decision-Making

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

Relationship Skills

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

Evidence of Student Learning

Formative Assessments

- Turn and talk
- Answering on a Whiteboard
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt

Alternate Assessments

- Role play
- Discussion circle
- Turn and talk
- Portfolio
- rubrics

<ul style="list-style-type: none"> quizzes <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> Chapter assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> Chapter project based learning 	<p><u>Performance Tasks/Use of Technology:</u></p> <ul style="list-style-type: none"> Conferencing individual/small group Open-ended questions Graphic organizers Cooperative group Learning/Response logs Think-pair-share Observations
<p>Enduring Understandings Chapter 1</p>	<p>Essential Questions Chapter 1</p>
<ul style="list-style-type: none"> Landforms and bodies of water Five regions of the United States Climate regions Climate and plants Natural Hazards Natural disasters Natural resources Agriculture, industry and products Protecting resources People modify environments Effects of population 	<ul style="list-style-type: none"> How do we interact with our planet? What is geography? How do plants and animals work together? What are natural resources? How can we protect our resources?
<p>Sequence of Topics Chapter 1</p>	<p>Teacher Notes Chapter 1</p>
<p>Land and Water</p>	<p>I will know how land and water change from place to place.</p>
<p>Weather, Climate, and Forces of Nature</p>	<p>I will know how climate affects the land, plants, and animals.</p>
<p>Using Earth's Resources</p>	<p>I will know how natural resources are used.</p>
<p>Interacting with the Environment</p>	<p>I will know how people affect the environment.</p>

Activities / Resources

Resources: See Teacher's Edition for Chapter activities and resources
SAVVAS online resources link (MyWorld interactive)

Video

Audio

Interactivity

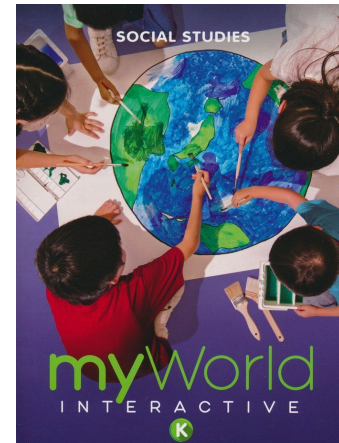
Games

Assessment

eText

SAVVAS content readers

workbooks



Suggested Options for Differentiation

English Language Learners

Strategies may include:

- Use graphic organizer web chart to incorporate synonyms
- Analyze techniques for creating specific nouns from general nouns
- Create adjective and adverb word wall in positive and negative columns
- Discuss ways to change character description through word choice
- Identify adjectives and adverbs in reading that create an image
- Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions
- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
- Discuss general questions leading to common themes in reading
- Use pair work for students to choose recurring themes with visual prompts or match up
- Use anchor charts in groups to identify elements of setting, characters and plot

- Use web graphic organizers to contrast examples of theme and main idea in different readings
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, "Should....?"

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction- guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scriber for students who can't write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction- guided reading and guided writing
- Allow extra time to complete assignments or tests

- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented

- Strategies may include:
- [personal word walls / word rings](#)
- introducing key vocabulary before lesson (Word Clusters)
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- [Vocab squares](#)
- Semantic maps ([Example](#))

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 2: Economics

Duration: 19 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none">● 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.● 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.● 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.
Supporting & Additional Standards
<ul style="list-style-type: none">● 6.1.5.EconNE.1: Explain the ways in which the government pays for the goods and services it provides.● 6.1.5.EconNE.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.EconNE.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
Interdisciplinary Standards
Language Arts <ul style="list-style-type: none">● L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.● L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.● RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text,

referring explicitly to textual evidence as the basis for the answers.

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

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Evidence of Student Learning

Formative Assessments

- Turn and talk
- Answering on a Whiteboard
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt
- quizzes

Benchmark Assessments

- Chapter assessment

Summative Assessments

- Chapter project based learning

Alternate Assessments

- Role play
- Discussion circle
- Turn and talk
- Portfolio
- rubrics

Performance Tasks/Use of Technology:

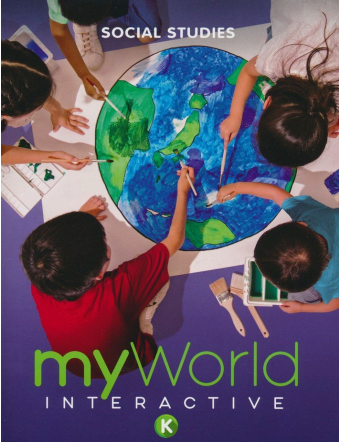
- Conferencing individual/small group
- Open-ended questions
- Graphic organizers
- Cooperative group
- Learning/Response logs
- Think-pair-share
- Observations

**Enduring Understandings
Chapter 2**

- Early economics
- Producing and buying local goods
- Goods from far away
- Natural, human, and capital resources
- Costs and benefits of economic choices
- Planning ahead
- Education

**Essential Questions
Chapter 2**

- How do people get what they want and need?
- What are some ways people get things today that differ from the past?
- Why does everyone have to make economic choices?
- How is something like food both a need and a want?
- What does it take to succeed at a job?

<ul style="list-style-type: none"> • Big dreams plus hard work 	
Sequence of Topics Chapter 2	Teacher Notes Chapter 2
Goods and Services	I will know how goods and services have changed over time and where goods are produced.
Types of Resources	I will know the three types of resources used to create a product.
Economic Choices	I will know how economic choices are made.
Human Capital and Your Future	I will know how I can prepare for my future with my work today.
Activities / Resources	
<p>Resources: See Teacher’s Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive)</p> <p>Video Audio Interactivity Games Assessment eText SAVVAS content readers workbooks</p>	

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- Credit recovery options
- One on one instruction

- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 3: Communities Build a Nation / Celebrating Our Communities

Duration: 15 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none">● 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.● 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.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.
Supporting & Additional Standards
<ul style="list-style-type: none">● 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.● 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.● 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Interdisciplinary Standards
Language Arts <ul style="list-style-type: none">● L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.● L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.● RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.● SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse

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- Chapter assessment

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- Chapter project based learning

Alternate Assessments

- Role play
- Discussion circle
- Turn and talk
- Portfolio
- rubrics

Performance Tasks/Use of Technology:

- Conferencing individual/small group
- Open-ended questions
- Graphic organizers
- Cooperative group
- Learning/Response logs
- Think-pair-share
- Observations

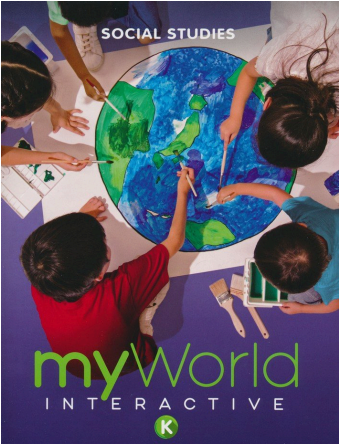
**Enduring Understandings
Chapter 3**

- Cultural groups
- Cherokee, Iroquois
- Group cooperation
- Native Americans today
- Explorers from Europe
- Spanish exploration in Florida
- Fight to settle Florida
- Exploring the southwest

**Essential Questions
Chapter 3**

- How does our past affect our present?
- What are customs?
- What does an explorer do?
- What is a settlement?
- What is an expedition?
- Why were people moving to Georgia happy to move there?
- Why do people protest?
- How is culture shared?

<ul style="list-style-type: none"> ● Spain loses power ● Quebec City ● French lose power ● Roanoke Colony ● England's colonies ● Middle colonies ● New England colonies ● Trouble in the colonies ● American Patriots ● Freedom and the Government ● People in communities ● Three types of communities ● Cultural regions ● Climate and World cultures ● Dance, sculpture, painting ● Celebrations ● Diverse people 	<ul style="list-style-type: none"> ● What makes a community? ● How do people in a community work together to make it a good place to live? ● How do people celebrate? ● How are people diverse?
Sequence of Topics Chapter 3	Teacher Notes Chapter 3
America's first peoples	I will know how geography influences communities and how the past connects to the present.
Early explorers	I will know the causes and effects of European exploration.
Early Spanish communities	I will know about early Spanish explorers and settlers in North America.
Early French communities	I will know about early French explorers and settlers in North America.
Early English Communities	I will know why settlers came from England to North America.

Creating a New Nation	I will know the causes and effects of the American Revolution.
What makes a community?	I will know ways in which communities are the same/different.
Three types of communities	I will know what rural, suburban, and urban communities are like.
People and Cultures	I will know how culture is shaped by people and climate.
Culture through the Arts	I will know how people share culture through the arts.
Cultural Celebrations	I will know how people share their culture through celebrations.
Our Nation's Diversity	I will know how people share and express their culture.
Activities / Resources	
<p>Resources: See Teacher's Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive) Video Audio Interactivity Games Assessment eText SAVVAS content readers workbooks</p>	

Suggested Options for Differentiation

English Language Learners

Strategies may include:

- Use graphic organizer web chart to incorporate synonyms
- Analyze techniques for creating specific nouns from general nouns
- Create adjective and adverb word wall in positive and negative columns
- Discuss ways to change character description through word choice
- Identify adjectives and adverbs in reading that create an image
- Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions
- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
- Discuss general questions leading to common themes in reading
- Use pair work for students to choose recurring themes with visual prompts or match up
- Use anchor charts in groups to identify elements of setting, characters and plot
- Use web graphic organizers to contrast examples of theme and main idea in different readings
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, "Should....?"

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Chunking of information
- Study guides

- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction- guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented

- Strategies may include:
- [personal word walls / word rings](#)
- introducing key vocabulary before lesson (Word Clusters)
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- [Vocab squares](#)
- Semantic maps ([Example](#))

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides



Chapter 4: Government, Landmarks and Symbols

Duration: 30 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none">● 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).● 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, people.● 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.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
Supporting & Additional Standards
<ul style="list-style-type: none">● 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. Government.● 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national● 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.
Interdisciplinary Standards
Language Arts <ul style="list-style-type: none">● L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.● L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Computer Science & Design Thinking

Data & Analysis

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Algorithms & Programming

- 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, & Key Skills

Civic Financial Responsibility

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

Financial Psychology

- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 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.).

Risk Management and Insurance

- 9.1.5.RMI.1: Identify risks that individuals and households face.

Career Awareness and Planning

- 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.8: Identify risks that individuals and households face.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Social Emotional Learning Standards

Self-Awareness

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

Self-Management

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

Social Awareness

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

Responsible Decision-Making

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

Relationship Skills

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

Evidence of Student Learning**Formative Assessments**

- Turn and talk
- Answering on a Whiteboard
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt
- quizzes

Benchmark Assessments

- Chapter assessment

Summative Assessments

- Chapter project based learning

Alternate Assessments

- Role play
- Discussion circle
- Turn and talk
- Portfolio
- rubrics

Performance Tasks/Use of Technology:

- Conferencing individual/small group
- Open-ended questions
- Graphic organizers
- Cooperative group
- Learning/Response logs
- Think-pair-share
- Observations

**Enduring Understandings
Chapter 4**

- Three branches of the government
- National leaders
- States and the Nation
- The Legislative Branch

**Essential Questions
Chapter 4**

- Why do we have a government?
- What is the President's job?
- Why do we have three branches of government?
- What does the census do for the government?

<ul style="list-style-type: none"> • The Executive Branch • The Judicial Branch • Federal and State constitutions • Local, state, and national government • Important documents • National symbols • Patriotic celebrations and traditions 	<ul style="list-style-type: none"> • How do governments work together? • Why do people celebrate different holidays?
Sequence of Topics Chapter 4	Teacher Notes Chapter 4
The American Government	I will know how the federal government is organized.
Branches of Government	I will know what each branch of government does.
Levels of Government	I will know why the United States has three levels of government and what each level does.
Landmarks, Symbols, and Documents	I will know some of the documents, symbols, and landmarks that bring us together.
Activities / Resources	

Resources: See Teacher’s Edition for Chapter activities and resources
SAVVAS online resources link (MyWorld interactive)

Video

Audio

Interactivity

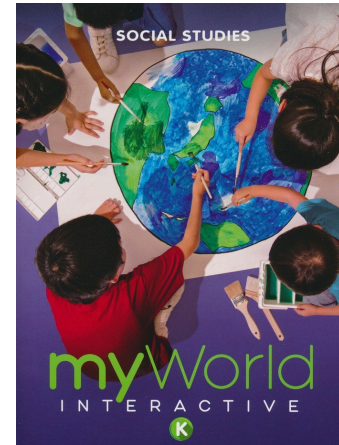
Games

Assessment

eText

SAVVAS content readers

workbooks



Suggested Options for Differentiation

English Language Learners

Strategies may include:

- Use graphic organizer web chart to incorporate synonyms
- Analyze techniques for creating specific nouns from general nouns
- Create adjective and adverb word wall in positive and negative columns
- Discuss ways to change character description through word choice
- Identify adjectives and adverbs in reading that create an image
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- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
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- Use pair work for students to choose recurring themes with visual prompts or match up
- Use anchor charts in groups to identify elements of setting, characters and plot
- Use web graphic organizers to contrast examples of theme and main idea in different readings
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, “Should.....?”

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction- guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction- guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented

- Strategies may include:

- [personal word walls / word rings](#)
- introducing key vocabulary before lesson (Word Clusters)
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- [Vocab squares](#)
- Semantic maps ([Example](#))

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 5: Citizenship and Civic Engagement

Duration: 27 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none">● 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.CivicsPR.2: Describe the process by which immigrants can become United States citizens.● 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.● 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.● 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
Supporting & Additional Standards
<ul style="list-style-type: none">● 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.● 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.● 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.
Interdisciplinary Standards
Language Arts <ul style="list-style-type: none">● L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Computer Science & Design Thinking

Data & Analysis

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Algorithms & Programming

- 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, & Key Skills

Civic Financial Responsibility

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

Financial Psychology

- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 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.).

Risk Management and Insurance

- 9.1.5.RMI.1: Identify risks that individuals and households face.

Career Awareness and Planning

- 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.8: Identify risks that individuals and households face.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Social Emotional Learning Standards**Self-Awareness**

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

Self-Management

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

Social Awareness

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

Responsible Decision-Making

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

Relationship Skills

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

Evidence of Student Learning**Formative Assessments**

- Turn and talk
- Answering on a Whiteboard
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt
- quizzes

Benchmark Assessments

- Chapter assessment

Summative Assessments

- Chapter project based learning

Alternate Assessments

- Role play
- Discussion circle
- Turn and talk
- Portfolio
- rubrics

Performance Tasks/Use of Technology:

- Conferencing individual/small group
- Open-ended questions
- Graphic organizers
- Cooperative group
- Learning/Response logs
- Think-pair-share
- Observations

**Enduring Understandings
Chapter 5**

- Citizenship
- Rights and laws
- Consequences of breaking rules and laws

**Essential Questions
Chapter 5**

- How can I participate?
- Why is it important for citizens to vote?
- What are some consequences of not being a good

<ul style="list-style-type: none"> ● In the classroom and the community ● Citizens of the 21st century ● Susan B. Anthony ● Thurgood Marshall ● Eleanor Roosevelt ● Founding Fathers ● The Amistad rebellion ● Ending slavery ● Underground railroad ● Martin Luther King Jr. 	<p>sport?</p> <ul style="list-style-type: none"> ● What is a potential problem with so many people being connected online? ● What was the significance of the Amistad rebellion for enslaved people and for all Americans? ● What is segregation? ● Why do you think slavery ended?
Sequence of Topics Chapter 5	Teacher Notes Chapter 5
The reasons for rules and laws	I will know why we have rules and laws and what happens when they are not followed.
Being a good citizen	I will know how to be a good citizen.
Taking Action for Our Rights	I will know about people who fought for the rights and freedoms of our country's citizens.
American Heroes	I will know about the lives of certain American Heroes.
Activities / Resources	

Resources: See Teacher’s Edition for Chapter activities and resources
SAVVAS online resources link (MyWorld interactive)

Video

Audio

Interactivity

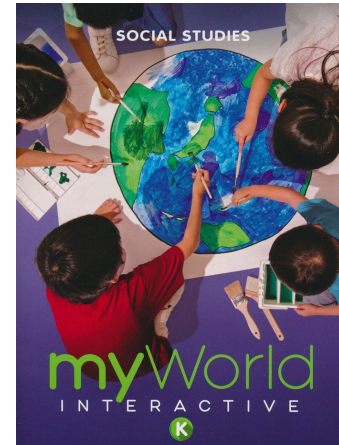
Games

Assessment

eText

SAVVAS content readers

[NJ State Bar Foundation - Amistad Rebellion](#)



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- Follow all IEP modifications
- Scriber for students who can’t write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- Allow extra time to complete assignments or tests
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Gifted and Talented

- Strategies may include:
- [personal word walls / word rings](#)
- introducing key vocabulary before lesson Word Clusters)
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- [Vocab squares](#)
- Semantic maps ([Example](#))

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 6: A Growing Nation

Duration: 24 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none">● 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.EconET.1: Identify positive and negative incentives that influence the decisions people make.● 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.● 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.
Supporting & Additional Standards
<ul style="list-style-type: none">● 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.● 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).● 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).
Interdisciplinary Standards
Language Arts

- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Computer Science & Design Thinking

Data & Analysis

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Algorithms & Programming

- 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, & Key Skills

Civic Financial Responsibility

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- Identify the consequences associated with one's actions in order to make constructive choices

- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
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- Identify ways to resist inappropriate social pressure
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- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Assessments

- Turn and talk
- Answering on a Whiteboard
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt
- quizzes

Benchmark Assessments

- Chapter assessment

Summative Assessments

- Chapter project based learning

Alternate Assessments

- Role play
- Discussion circle
- Turn and talk
- Portfolio
- rubrics

Performance Tasks/Use of Technology:

- Conferencing individual/small group
- Open-ended questions
- Graphic organizers
- Cooperative group
- Learning/Response logs
- Think-pair-share
- Observations

**Enduring Understandings
Chapter 6**

**Essential Questions
Chapter 6**

<ul style="list-style-type: none"> ● Travel by trails and rivers ● Wagon trains and railroads ● Highways ● Airplanes ● The Promise of America ● Homestead Act ● Immigrants from Asia ● Immigrants from Pacific Islands ● The Pony Express ● Telegraphs and Telephones ● Radio and Television ● Equal rights ● New inventions ● New ideas in medicine 	<ul style="list-style-type: none"> ● How does life change throughout history? ● How has travel become easier? ● How do we communicate? ● How would you feel about school segregation now? ● How has medicine changed over time?
Sequence of Topics Chapter 6	Teacher Notes Chapter 6
New ways to travel	I will know how new ways of traveling have changed people’s lives.
A new home in America	I will know how people’s lives change when they move to a new country.
New Ways to communicate	I will know the different ways people have communicated throughout history.
New Ideas	I will know how new ideas and machines changed people’s lives throughout history.
Activities / Resources	

Resources: See Teacher’s Edition for Chapter activities and resources
SAVVAS online resources link (MyWorld interactive)

Video

Audio

Interactivity

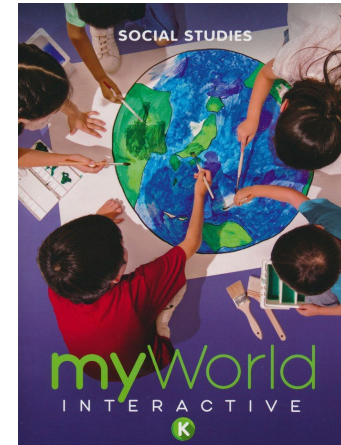
Games

Assessment

eText

SAVVAS content readers

Workbooks



Suggested Options for Differentiation

English Language Learners

Strategies may include:

- Use graphic organizer web chart to incorporate synonyms
- Analyze techniques for creating specific nouns from general nouns
- Create adjective and adverb word wall in positive and negative columns
- Discuss ways to change character description through word choice
- Identify adjectives and adverbs in reading that create an image
- Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions
- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
- Discuss general questions leading to common themes in reading
- Use pair work for students to choose recurring themes with visual prompts or match up
- Use anchor charts in groups to identify elements of setting, characters and plot
- Use web graphic organizers to contrast examples of theme and main idea in different readings
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, “Should.....?”

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction- guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction- guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented

- Strategies may include:
- [personal word walls / word rings](#)
- introducing key vocabulary before lesson Word Clusters)
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- [Vocab squares](#)
- Semantic maps ([Example](#))

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides