

READINGTON PUBLIC SCHOOL DISTRICT

3rd Grade Social Studies 2026

Authored by:

Leslie Weintraub
Kristi Dauernheim

Reviewed by:

Dr. Stacey Brown, Supervisor of Humanities
Dr. Jonathan Hart, Superintendent of Schools

Approval Date:

August 18, 2026

Members of the Board of Education:

David Rizza, President
Ellen DePinto, Vice-President
Pamela Cassidy
Elizabeth Fiore
Paulo Lopes
Michele Mencer
Richard Pieros
Linda Rad
Justina Ryan

Readington Township Public Schools
52 Readington Road, Whitehouse Station, NJ 08889
www.readington.k12.nj.us

I. PURPOSE AND OVERVIEW

The Readington Township School District Social Studies Curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum's foundation is an inquiry-based learning model which prepares students to produce and critically consume information in our global society.

II. RATIONALE SOCIAL STUDIES CURRICULUM

All students receive social studies instruction from Kindergarten through Grade 8. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

III. GOALS

This curriculum is linked to the 2020 New Jersey Student Learning Standards for Social Studies. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts and Core Ideas, and Practices outlined in this document.

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are assessed quantitatively and qualitatively: content and skill. The data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, investigations, and the resulting projects taking informed action, and analysis of primary sources, charts, and diagrams. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. PACING GUIDE

Units	Key Topics
Unit 1 Global Connections September to December	• Maps are used to identify location, direction, and distance • The physical and human traits of a location create a relationship between geography and culture • People are connected to other people and places through the things they produce and consume

	• Cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas
Unit 2 Migration and Movement January to March	• The United States is a place where many cultures come together • There are many “push and pull” factors that drive people to immigrate to a new place • Diverse groups have migrated to different regions of the United States and had an impact on the land and people • People can belong to multiple identity groups, and cultural identity is something that evolves with new experiences • Multiculturalism and diversity can enrich communities
Unit 3 The 20th Century Civil Rights Movement April to June	• Citizens have rights and responsibilities • People and groups can influence decision-makers to improve their communities and take steps toward greater equality and justice • There are multiple causes and effects of inequality in a community • Citizens have the responsibility to stand up to exclusion, prejudice, and injustice • There are many figures, events, and strategies that have contributed to the struggle for equality and justice

VI. UNITS OF STUDY

3rd Grade: Unit 1 Global Connections
Desired Results
Standards: 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.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.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.

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.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.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

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.

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

Understandings:

- We come into contact with items that have been harvested, manufactured, produced, or otherwise touched by people around the world.
- Items are connected to distant places and the people who live there through the movement of people, goods, and ideas.

Essential Questions:

- How can we act as global citizens?
- What stories do maps tell?
- How is culture shaped by geography?
- How are we connected to people and places through what we produce and consume?
- How am I part of a global community?

Students will be able to...

Module 1:

- Identify personal connections to places around the world
- Generate meaningful questions about being part of the global community
- Differentiate between closed-ended and open-ended questions

Module 2:

- Explain how maps and globes show location, distance, and direction
- Identify and use map features (compass rose, legend, scale, grid system)
- Represent and describe absolute and relative locations of local and world communities
- Analyze maps and texts to gather geographic information
- Explain how location influences geographic features of regions

Module 3:

- Analyze maps and images to make concrete observations about physical characteristics
- Analyze text, maps, and images to infer the relationship between physical and human characteristics
- Make reasoned claims about the relationship between geography and culture
- Give meaningful critique feedback

Module 4:

- Explain how we are connected to the global community through the things we produce and consume
- Describe where raw materials are found and how they become finished products
- Explain that people cannot produce everything they want (specialization) and depend on trade with others to meet needs and wants (interdependence)
- Identify the natural resources and industries of their own state

Module 5:

- Identify factors that contribute to the spread of people, goods, and ideas (globalization)
- Name and describe examples of cultural diffusion
- Describe how and why the global community is interconnected

- Draw conclusions about the responsibilities of global citizens
- Reflect upon findings to identify important ideas to share, problems to address, and solutions that their Inquiry Product might provide

Module 6:

- Draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems
- Generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions
- Use a range of deliberative and democratic procedures to make decisions about effective courses of action
- Take ownership of work in terms of quality, degree of challenge, revision, and completion

Learning Activities

Module 1:

- Hook: Our Connections Around the World
- Generating Investigation Questions

Module 2:

- Map Features and Purposes
- Where in the World?
- Using Grids to Describe Locations
- Continent Bumper Stickers
- Reflecting on Maps

Module 3:

- Identifying Physical and Human Characteristics
- Deeper Connections Between Geography and Culture
- Reflecting on Geography and Culture
- Travel Plan Partner Critique

Module 4:

- Global Trade and Interdependence
- Locating Raw Materials
- Tracking the Global Banana Split
 - Focus on how the availability of resources affects people across the world differently
- Unpacking the Story of Cotton
 - Talking points in Socratic Seminar should address aiding nations in need
- Reflecting on Interdependence

Module 5:

- Globalization
- Diffusion of Soccer Around the World
- What It Means to Be Global
- Synthesizing Findings and Drawing Conclusions
- Constructing the Inquiry Challenge Statement

Module 6: The teacher and students from each classroom will select their inquiry product from the ideas provided in the Inquiry Product section of the Unit Dashboard. **Focus on an economic issue that impacts children and a solution.**

- Brainstorm: Comparing Models to Develop Success Criteria
- Brainstorm: Team Norms
- Brainstorm: Generating Ideas for the Work
- Prototype: Sketching a Mock-Up
- Improve: Critiquing Rough Drafts
- Improve: Developing the Work
- Reflect: Revisiting the Inquiry Challenge

Interdisciplinary Connections

ELA: 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. **Activity:** After reading "The Story of Cotton" handout, students will participate in a Socratic Seminar. Each student will ask and answer questions connected to the text during the discussion and cite text evidence in their responses.

Science 3-5-SETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. **Activity:** After reviewing the "Banana Split" slide presentation, students will generate and compare possible solutions to the global issue of how the availability of resources affects people across the world differently.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. **9.4.5.DC.7:** Explain how posting and commenting in social spaces can have positive or negative consequences. **9.4.5.IML.5:** Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). **9.4.5.TL.4:** Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). **Activity:** After reviewing the "Banana Split" slide presentation, students will generate and compare possible solutions to the global issue of how the availability of resources affects people across the world differently.

9.2.5.CAP3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. **Activity:** Read "The Story of Cotton" and discuss how clothing is made and how this connects us to people and places around the world. Give examples of what life is like for the people who make our clothing.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global. **Activity:** After reviewing the "Banana Split" slide presentation, students will generate and compare possible solutions to the global issue of how resource availability affects people differently around the world.

Computer Science and Design Thinking

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. **Activity:** Read "How to Make a Cherry Pie and See the USA" by Marjorie Priceman. Identify and map out different states where the resources can be found. Using the data charted on the map, find cause and effect relationships for the production of a cherry pie. (Module 4, Lesson 2)

Assessment Evidence

Formative:

- Observe the class and gauge their general entry point to key concepts and skills; look for:
 - Prior knowledge and skills with map features
 - Awareness of connections to distant people and places
- Review "Plane Tickets"

Summative:

- "Travel Plan" handouts
- "Interdependence" handouts
- "Our Global Community" handouts

Benchmark:

Inquiry Product Rubric
Student Participation Assessment

Alternative:

- Teacher observation
- Oral reporting of formative assessments

• Module 2 Observations teacher worksheet • Module 3 Observations teacher worksheet • Module 4 Observations teacher worksheet • Module 5 Observations" teacher worksheet • Unit project	
Resources	
Core Materials: • Most updated version of inquirED Grade 3 Supplemental Materials: • Technology: ◦ Chromebooks	

3rd Grade Unit 2 Migration and Movement	
Desired Results	
Standards: 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. 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens 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.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. 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.	
Understandings: • Except for Native Americans, we all originally came from someplace else. We all have a story to tell. • Cultural identity has meaning and value, and multiculturalism can enrich communities.	Essential Questions: • How can we honor and respect our many cultures? • What happens when you leave your home for a new place? • What timeless themes exist across stories of immigration? • How do we stay true to who we are when things around us change? • How does multiculturalism enrich our communities?

Students will be able to...

Module 1:

- Analyze multiple sources to explore the symbolism of the Statue of Liberty
- Analyze sources to spark thinking about what it means to come to America and what America means to people who have immigrated here
- Recognize that the United States is a place where many cultures come together

Module 2:

- Define push and pull factors of immigration
- Use textual and graphic evidence to identify push or pull factors in immigration stories
- Describe positive and challenging experiences of moving to a new place
- Synthesize immigration stories to describe common themes

Module 3:

- Gather information from various sources about waves of immigration to the US and their impacts
- Describe diverse groups that have migrated to different regions of the US and the reasons for immigrating
- Describe the impact of immigration to the US on the development of different places or regions of the US

Module 4:

- Identify elements of cultural identity
- Describe the importance of cultural identity
- Analyze artifacts and stories to identify examples of how cultural connections are built and maintained
- Recognize that people belong to multiple identity groups

Module 5:

- Analyze how diverse communities can come together to accomplish goals
- Define multiculturalism and explain its impact on communities
- Identify challenges or opportunities in the local community

Learning Activities

Module 1:

- Hook: Coming to America
- Generating Investigation Questions

Module 2:

- Identifying Push and Pull Factors
- New Opportunities as a Pull Factor (AAPI)
- Independent Investigation into Immigration Stories
 - [National Geographic Path to Citizenship Infographic and Lesson Ideas](#)
- Reflecting on Immigration Stories

Module 3:

- Waves of Immigration (Part 1 and 2)
- Reflecting on Impacts of Waves of Immigration
- Impacts of Immigration Partner Critique

Module 4:

- Exploring Cultural Identity (LHH)
- Maintaining and Building Cultural Connections (AAPI)
- Reflecting on Cultural Identity

Module 5:

- Multicultural Communities (LHH)
- Embracing Diversity and Inclusion (Holocaust)
- Bringing Communities Together
- Synthesizing Findings and Drawing Conclusions

Interdisciplinary Connections

ELA: 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. **Activity:** Students will read and analyze two immigration stories to investigate what it feels like to move to a new place. They will then complete a Card Sort to determine whether reasons to move are push or pull factors and will explain their thinking using evidence from the texts. (Module 2, Lesson 1)

Math 3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100. **Activity:** Using the information found on the [Scholastic Immigration website](#), student pairs will choose one decade and look at the total number of immigrants that came from each continent during this ten-year period. Then, they will write comparison statements using < and > as well as answer questions requiring them to add and subtract the different amounts. (LHH)

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Work productively in teams while using cultural/global competence. **9.4.5.TL.5:** Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d). **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). **9.4.5.DC.8:** Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). **Activity:** Identify risks that individuals and households face. **Activity:** Read *Hope and Tears: Ellis Island Voices* by Gwenyth Swain (Module 3, Lesson 3). In pairs or small groups, students will list the risks taken by the family during their journey. Then students will list what risks and challenges the family will face in a new country.

9.2.5.CAP.8: Identify risks that individuals and households face. **Activity:** Read *Hope and Tears: Ellis Island Voices* by Gwenyth Swain (Module 3, Lesson 3). In pairs or small groups, students will list the risks taken by the family during their journey. Then students will list what risks and challenges the family will face in a new country.

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. **Activity:** (To be completed after Module 3) Students brainstorm a list of problems that can occur during the immigration process. Encourage students to focus on the challenges faced by immigrants and the problems that could arise in their new country as a result of their immigration (e.g., disease, overcrowding). In small groups or pairs, students will choose one problem from the list and brainstorm the people or resources needed to solve the problem.

Computer Science and Design Thinking

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. **Activity:** Given a set time period, students collect data about the number of people immigrating to the United States using the [Scholastic Immigration website](#). To share their data, they will create at least two different models (e.g., bar graphs, line plots, pictographs) using technology.

Assessment Evidence

Formative:

- Observe the class and gauge their general entry point to key concepts and skills; look for:
 - Identifies evidence that demonstrates multiculturalism in the US
 - Explains connections between the concepts of culture and community
- Draft “Timeless Theme” handouts
- “Cultural Identity” handouts

Benchmark:

Inquiry Product Rubric
Student Participation Assessment

Alternative:

- Teacher observation
- Oral reporting of formative assessments

Summative: • “Immigrant Story Themes” handouts • Revised “Timeless Theme” handouts • “One Community, Many Cultures” handouts • Module 2 Observations teacher worksheet • Module 3 Observations teacher worksheet • Module 4 Observations teacher worksheet • Module 5 Observations" teacher worksheet • Unit project	
Resources	
Core Materials: • Most updated version of inquirED Inquiry Journeys Grade 3 Supplemental Materials: • Subject-specific leveled texts are available in school bookrooms, classroom libraries, and EPIC • Technology: ◦ Brainpop ◦ US Immigration History Preserved on Angel Island ◦ Scholastic Immigration ◦ Chromebook ◦ Smartboard and overhead camera	

3rd Grade Unit 3 The 20th Century Civil Rights Movement
Desired Results
Standards: 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.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). 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members. 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. 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.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.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. 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.	
Understandings: • Citizens exercise their rights and responsibilities to work for change. • All community members, including youth, can work toward equality and justice.	Essential Questions: • How can we take steps toward equality and justice? • Who or what protects equality? • How have people in the past taken steps toward equality and justice? • Who plays a role in bringing about change? • How are young people today taking steps toward equality and justice?
<i>Students will be able to...</i> Module 1: • Identify common misconceptions about the Civil Rights Movement and the March on Washington • Recognize key vocabulary for the unit, with support Module 2: • Identify the rights and responsibilities of citizens • Identify some root causes and impacts of inequality • Describe the roles of government, laws, and citizens in protecting rights • Explain the distinction between (un)equal treatment between people and under the law • Describe connections between key concepts (citizenship, equality, inequality, laws, responsibility, rights, discrimination, segregation, government) Module 3: • Identify figures, events, and strategies that have contributed to the struggle for equality and justice • Make inferences about the goals and impacts of nonviolent protest • Identify skills or attributes that help people confront injustice • Recognize the responsibility of citizens to stand up to exclusion, prejudice, and injustice • Engage in collaborative discussion Module 4: • Use primary and secondary sources to investigate individuals and actions that have shaped change • Identify ways that citizens exercise their rights and responsibilities • Analyze evidence to draw conclusions about the impact of civic contributions • Explain how and why the March on Washington benefited from the contributions of everyday citizens • Recognize the importance of community organizing and action in working for equality and justice Module 5: • Use case studies to analyze community challenges, strategies for action, and outcomes • Examine strategies that people have used to make changes to society • Explore the reasons people take action in order to solve problems that affect them and others • Reflect on findings to envision own potential for taking steps toward equality and justice • Generate ideas about ways to address challenges and opportunities in their community	
Learning Activities	
Module 1:	

• Hook: Citizens Work for Equality • Generating Investigation Questions Module 2: • Rights and Responsibilities • Inequality • Voting Rights • Segregation ◦ Read Aloud: <i>Follow Chester</i> by Gloria Respress-Chruchwell (Amistad) • Reflecting on Equality Module 3: • Changemakers of the Civil Rights Movement (Amistad) • Civil Disobedience: Rosa Parks and Claudette Colvin (Amistad) • Sit-Ins: Ayanna Najuma and Clara Luper • Reflecting on Changemakers ◦ Read Aloud: <i>The Power of Her Pen</i> by Lesa Cline-Ransome Module 4: • March on Washington ◦ Identify criteria that are likely to make leaders qualified • Organizing for Change • Supporting the Claim • Claim Evidence and Reasoning Partner Critique • Reflecting on the March on Washington Module 5: • On the March • Kids Take Action • Synthesizing Findings and Drawing Conclusions
Interdisciplinary Connections
Visual and Performing Arts: 1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context. Activity: Students observe a variety of media artworks from and about the Civil Rights era. Use “Historical Photos Observations” from Module 1, March on Washington slide presentation and images from Uncovering America: National Gallery of Art. Then answer and discuss the following questions: How do you think the art was made? What do you think the artist is trying to say? How would you describe the artwork? Can you see themes in these artworks? ELA: RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. Activity: Students will read <i>Claudette Colvin</i> by Martha London or access the text through Epic! (Module 3, Lesson 2). Students will determine the main idea and details to share with the class.
Career Readiness, Life Literacies, and Key Skills
Career Readiness, Life Literacies, and Key Skills Practices: 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. Activity: Students work in groups to research a historical person and what impact they have on our lives today. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity: Using History for Kids or other nonfiction sources from the unit, students compare and identify two leaders of the civil rights movement. Then explain what career path they chose and what qualifications were

needed to attain these positions (Examples: Thurgood Marshall, who became a Supreme Court Justice, and Dr. Martin Luther King Jr., who was a church pastor). 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. Activity: Students choose one of the changemakers (Rosa Parks, Claudette Colvin, Ayanna Najuma, Clara Luper, Ruby Bridges, or Dr. Martin Luther King Jr.) or one of the forms of protest (marches, sit-ins, boycotts) and form groups with others also interested in the same topic. Students discuss the topic while focusing on causes, actions, and outcomes. Then, students will share opinions about the effectiveness of the person or protest.	
Computer Science and Design Thinking	
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. Activity: After completing Module 4, students will discuss what they learned about the Civil Rights movement, including information about laws and various protests. Students will search for cause and effect relationships within the different protests, looking at both positive and negative effects.	
Assessment Evidence	
Formative: - Observe lesson activities to gauge the general entry point to key concepts and skills; look for: - Prior knowledge or misconceptions about citizen engagement and the civil rights movement Summative: "Concept Connections Content Check" handouts "Changemakers Content Check" handouts "Supporting the Claim" handouts "Positive Footsteps" handouts - Module 2 Observations teacher worksheet - Module 3 Observations teacher worksheet - Module 4 Observations teacher worksheet - Module 5 Observations teacher worksheet - Unit project	Benchmark: Inquiry Product Rubric Student Participation Assessment Alternative: - Teacher observation - Oral reporting of formative assessments
Resources	
Core Materials: - Most updated version of inquirED Inquiry Journeys Grade 3 Supplemental Materials: - Technology: - Chromebooks - Smartboard and overhead camera History for Kids	

New Jersey Administrative Code Summary and Statutes covered in this document:

Integration of 21st Century Themes and Skills and Interdisciplinary Connections require district boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based

upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

The Amistad Curriculum requirements in New Jersey (A1301) mandate that all public schools infuse the history of Africans and African Americans into K-12 social studies, world history, and other subject areas to provide a complete, accurate, and inclusive narrative of America. This law focuses on highlighting accomplishments and experiences across all academic areas.

Holocaust Law N.J.S.A. 18A:35-28: Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

New Jersey's curriculum legislation (P.L. 2021, c.416/S4021) mandates that all public schools integrate Asian American and Pacific Islander (AAPI) history and contributions into their curriculum for kindergarten through grade 12.

The Act concerning instruction on Latinos and Hispanics in public schools (A3871) requires school districts to provide instruction on the history and contributions of Latino and Hispanic Americans in grades K-12 as part of the implementation of the New Jersey Student Learning Standards.