

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Social Studies

Grade: 3

ABSTRACT

Social Studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities. An education in Social Studies fosters a population that:

- **Is civic-minded, globally aware, and socially responsible;**
- **Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, 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 relationships between people, places, and resources as well as the implications of an interconnected global economy;**
- **Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world: and**
- **Discerns fact from falsehood and critically analyzes information for validity and relevance.**

ESSEX FELLS PUBLIC SCHOOL

Grade 3 Social Studies

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Topic: Geography, People and the Environment <i>September-November: 12 weeks</i>	Topic: Economics, Innovation, and Technology <i>December-February: 8 weeks</i>	Topic: Civics, Government, and Human Rights <i>February-April: 12 weeks</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLs: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS-SS: 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.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.	NJSLS-SS: 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make. 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations. 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade. 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.	NJSLS-SS: 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.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.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.,

	6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. • 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. 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.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade. 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. • 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. • 6.1.5.EconNE.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy. 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.	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, and national levels. 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States. • 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. • 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government. 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government. 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government. 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws. 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. 6.1.5.CivicsPD.2: Explain how
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		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.4: Compare and contrast how the availability of resources affects people across the world differently. • 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.	individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials). 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.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
Interdisciplinary Connections:	English Language Arts	English Language Arts	English Language Arts

Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	RI.CR.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RI.CR.3.2Determine the main idea of a text, recount the key details and explain how they support the main idea RI.CR.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect RI.CR.3.5 Use text features and search tools to locate information relevant to a given topic efficiently W.AW.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons W.AW.3.2Write informative/explanatory texts to examine a topic and convey ideas and information clearly 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. Mathematics 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many	RI.CR.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RI.CR.3.2Determine the main idea of a text, recount the key details and explain how they support the main idea RI.CR.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect RI.CR.3.5 Use text features and search tools to locate information relevant to a given topic efficiently W.AW.3.1.Write opinion pieces on topics or texts, supporting a point of view with reasons W.AW.3.2Write informative/explanatory texts to examine a topic and convey ideas and information clearly 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. Mathematics 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many	RI.CR.3.1.Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RI.CR.3.2Determine the main idea of a text, recount the key details and explain how they support the main idea RI.CR.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect RI.CR.3.5 Use text features and search tools to locate information relevant to a given topic efficiently W.AW.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons W.AW.3.2Write informative/explanatory texts to examine a topic and convey ideas and information clearly 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. Mathematics 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many
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	less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets ● MP.2 Reason abstractly and quantitatively ● MP.4 Model with Mathematics ● MP.5 Use appropriate tools Strategically Recommended Text: <i>A River Ran Wild</i> by Lynne Cherry <i>One Plastic Bag: Isatou Ceesay and the Recycling Woman of the Gambia</i> by Miranda Paul <i>Lives of the Explorers: Discoveries, Disasters (and What the Neighbors Thought)</i> by Kathleen Krull <i>Thomas Paine: Crusader for Liberty: How One Man’s Ideas Helped Form a New Nation</i> by Albert Marrin <i>The Mayflower</i> by Mark Greenwood <i>My Country ‘Tis of Thee: How One Song Reveals the History of Civil Rights</i> by Claire Rudolph Murphy	less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets ● MP.2 Reason abstractly and quantitatively ● MP.4 Model with Mathematics ● MP.5 Use appropriate tools strategically Recommended Text: <i>Almost Zero</i> by Nikki Grimes <i>A Chair for My Mother</i> by Vera Williams <i>When Bees Fly Home</i> by Andrea Cheng <i>A Day’s Work</i> by Eve Bunting <i>The History of Money: From Bartering to Banking</i> by Martin Jenkins	less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets ● MP.2 Reason abstractly and quantitatively ● MP.4 Model with Mathematics ● MP.5 Use appropriate tools Strategically Recommended Text: <i>How the U.S. Government Works</i> by Syl Sobel <i>The U.S. Consitution</i> by Normal Pearl <i>The White House for Kids: A History of a Home, Office, and National Symbol</i> by Katherine House <i>Separate is Never Equal: Syliva Mendez and Her Family’s Fight for Desegregation</i> by Duncan Tonatuih
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: (Must have at least one standard from: ● 9.1 Personal Financial Literacy; or ● 9.2 Career Awareness, Exploration, Preparation & Training; or ● 9.4 Life Literacies & Key Skills)	Life Literacies & Key Skills 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about local and/or global climate change issues and deliberate about possible solutions. 9.4.5.CI.2: Investigate a persistent	Life Literacies & Key Skills 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about local and/or global climate change issues and deliberate about possible solutions. 9.4.5.CI.2: Investigate a persistent	Life Literacies & Key Skills 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about local and/or global climate change issues and deliberate about possible solutions. 9.4.5.CI.2: Investigate a persistent

	local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● <i>8.1 Computer Science; or</i> ● <i>8.2 Design Thinking)</i>	Design Thinking 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network. 8.1.2.AP.4: Break down a task into a sequence of steps.	Design Thinking 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network. 8.1.2.AP.4: Break down a task into a sequence of steps.	Design Thinking 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network. 8.1.2.AP.4: Break down a task into a sequence of steps.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● <i>9.3 Career and Technical Education)</i>	N/A	N/A	N/A

Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• The physical geography of the United States includes a variety of landforms and bodies of water. These features are what make the United States unique. • The environment (including weather, climate, and natural resources) varies from one region of the United States to another and influences how and where people, plants and animals live. • The way people use natural resources affects how long those resources are available for people in the future. • Conserving the environment is a critical part of our future. • People came to America to find wealth, land, and resources. • American exploration and settlement caused changes in the lives of people at the time. • The changes caused by American exploration and settlement affect our lives today.	• People must make economic choices about how to get what they need and want because resources are limited. • People use natural resources, human resources, and capital resources to produce goods and services. • People work jobs to earn money and trade, buy, and sell goods and services to meet their wants and needs. • People go to school and learn knowledge and skills to increase their human capital.	• The United States Constitution provides the plan for the United States government. • The three branches of government were established to limit each branch's power and to protect the rights of citizens. • Local, state, and national governments make and enforce laws and provide services to meet the needs of citizens. • National symbols, landmarks, songs, and documents help unite citizens and uphold ideals. • Understand the reasons for rules and laws. • Realize the importance of being a good citizen. • Understand the contributions of people throughout history in securing American rights. • Understand what makes people heroes.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How do we interact with our planet? 2. How does our past affect our present?	1. How do people get what they want and need?	1. Why do we have government? 2. How can I participate?

STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i> 3. <i>Alternative - Performance/Project)</i> 4. <i>Benchmark)</i>	Formative Assessments: • Class Discussions • Cooperative Learning Activities that students complete in class where the teacher can assess an individual or group • In-class Assignments • Teacher Observations Summative Assessments: • End of Chapter or Unit Tests • Inquiry Journal & Project Alternative Assessments: • Journals • Oral Presentations • Projects • Questions for Comprehension • Peer Assessment • Self-Assessment Benchmark Assessments: • Oral/Short Answer Assessment	Formative Assessments: • Class Discussions • Cooperative Learning Activities that students complete in class where the teacher can assess an individual or group • In-class Assignments • Teacher Observations Summative Assessments: • End of Chapter or Unit Tests • Inquiry Journal & Project Alternative Assessments: • Journals • Oral Presentations • Projects • Questions for Comprehension • Peer Assessment • Self-Assessment Benchmark Assessments: • Oral/Short Answer Assessment	Formative Assessments: • Class Discussions • Cooperative Learning Activities that students complete in class where the teacher can assess an individual or group • In-class Assignments • Teacher Observations Summative Assessments: • End of Chapter or Unit Tests • Inquiry Journal & Project • Alternative Assessments: • Journals • Oral Presentations • Projects • Questions for Comprehension • Peer Assessment • Self-Assessment Benchmark Assessments: • Oral/Short Answer Assessment
STAGE 3: Learning Plan			

Learning Activities/Content: *(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:*

- *Amistad Law*
- *Holocaust Law*
- *LGBTQ/Disabilities Law*)

Vocabulary: ecosystem, vegetation, elevation, weather, climate, precipitation

Activities:

- Think of different kinds of weather that happens where you live. Write five words to describe you favorite weather. Swap lists and guess each other's favorite weather. Discuss what you like to do during that specific kind of weather.
- Create a brochure outlining specific climates. Identify and describe the plants and animals that can be found in that climate.
- Discuss how the community's natural resources have changed throughout the years.
- Have students research a different community to find before and after pictures. Then have them create captions for each picture and share them with the class.
- Analyze the role geography plays in economic activities

Holocaust Law N.J.S.A. 18A:35-28

- Discuss how people can make positive choices by helping others and treating everyone fairly.

Vocabulary: inventions, immigrants, equal rights, transcontinental, canal, wagon train, gold rush, frontier, patent, invention, telegraph

Activities:

- Think of family members or people you know who came to the United States from another country. Find that country on a map.
- Think of all of the different ways you communicate each day and create a list. Compare and contrast this list with the ways in which individuals used to communicate
- Analyze the role geography plays in economic activities
- Create a classroom assembly line to build paper airplanes - each student is assigned only one fold and must do it over and over again to create the paper airplanes for the whole class.
- Compare old and modern tools such as telephone, cash register and computer. List and discuss similarities and differences.

Amistad Law (N.J.S.A. 18A:52-16A-88)

- Read diverse literature that promotes kindness, fairness, respect, and inclusion.

Vocabulary: ideal, document, symbol, landmark, value

Activities:

- Collaborate with your peers to create a classroom constitution that sets rules everyone must follow to make your classroom a fair and safe community.
- Set up a classroom government with an executive, legislative, and judicial branch. Split the class into three groups and assign each group a branch. Have the branches work together to “make” laws, “enforce” laws, and “make sure” the laws are fair. Help students understand why the use of power without authority is Unjust.
 - Who Helps our Community? Match community problems with the government agency that remediates each issue.

DEI Activities

Diversity and Inclusion Law [N.J.S.A. 18A:35-4.36a\)](#)

- Students can run a mock election.
- Create campaign posters honoring diverse historical figures;
- Explore how laws keep different neighborhoods safe.

	- Reinforce the importance of being respectful of all cultures and traditions. Amistad Law (N.J.S.A. 18A:52-16A-88) - Read diverse literature that promotes kindness, fairness, respect, and inclusion. - Discuss how people of all backgrounds contribute to our community.	- Discuss how people of all backgrounds contribute to our community. - Celebrate similarities and differences through classroom activities and discussions. - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Create a classroom pledge to negate these behaviors. Holocaust Law N.J.S.A. 18A:35-28 - Collaborate with peers and create a visual illustrating ways of showing tolerance, acceptance and respect. - Acts of Kindness Challenge: Students record their daily acts of kindness for one week and share them at the end of the week.	Holocaust Law N.J.S.A. 18A:35-28 - Read biographies of individuals who demonstrated courage, fairness, and respect for others. - Discuss how people can make positive choices by helping others and treating everyone fairly. - Reinforce the importance of being respectful of all cultures and traditions. Amistad Law (N.J.S.A. 18A:52-16A-88) - Celebrating Our Stories – Students create "All About Me" posters highlighting family traditions, languages, foods, or celebrations. Hold a classroom gallery walk.
Resources: <i>(Include names of texts and all online resources)</i>	- Newsela - Achieve3000 - Junior Scholastic - EdPuzzle - BrainPop - Readworks - Epic - Webquests - Freckle - Savvas MyWorld workbook	- Newsela - Achieve3000 - Junior Scholastic - EdPuzzle - BrainPop - Readworks - Epic - StoryboardThat - Webquests - Freckle - Savvas MyWorld	- Newsela - Achieve3000 - Junior Scholastic - EdPuzzle - BrainPop - Readworks - Epic - Webquests - Freckle - Savvas MyWorld workbook

	- NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide https://www.nj.gov/education/holocaust/curriculum/materials/holocaust.shtml	workbook - NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide https://www.nj.gov/education/holocaust/curriculum/materials/holocaust.shtml	- NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide https://www.nj.gov/education/holocaust/curriculum/materials/holocaust.shtml
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> - Special Education - English Language Learners (ELLs) - At Risk/BSI - Gifted & Talented/Advanced 5. 504)	Special Education: - Individualized Education Plans (IEPs) - Cooperative Learning Groups - Scaffolded Lessons - Modified Assignments and Homework - Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner - Use of alternate assessments English Language Learners (ELLs): - Cultural Responsiveness - Group students with others of different learning levels and abilities - Mnemonic Devices - Modeling - Non-Verbal Assessments	Special Education: - Individualized Education Plans (IEPs) - Cooperative Learning Groups - Scaffolded Lessons - Modified Assignments and Homework - Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner - Use of alternate assessments English Language Learners (ELLs): - Cultural Responsiveness - Group students with others of different learning levels and abilities - Mnemonic Devices - Modeling - Non-Verbal Assessments	Special Education: - Individualized Education Plans (IEPs) - Cooperative Learning Groups - Scaffolded Lessons - Modified Assignments and Homework - Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner - Use of alternate assessments English Language Learners (ELLs): - Cultural Responsiveness - Group students with others of different learning levels and abilities - Mnemonic Devices - Modeling - Non-Verbal Assessments

	● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Student Conferences ● Visual Aids ● Cooperative Learning Groups Students At-Risk (BSI): ● Build Background Knowledge ● Graphic Organizers ● Leveled Text ● Opportunities for students to discuss material verbally and also periods of quiet reflection ● Scaffolded Lessons ● Small Group Instruction ● Tiered Assignments Gifted and Talented (Advanced): ● Set individual goals. ● Encourage creative expression by allowing students to choose how to explore a problem ● Invite students to explore points of view ● Allow team-teaching opportunities and collaboration ● Varied levels of reading text ● Enriched hands on center that students can explore	● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Student Conferences ● Visual Aids ● Cooperative Learning Groups Students At-Risk (BSI): ● Build Background Knowledge ● Graphic Organizers ● Leveled Text ● Opportunities for students to discuss material verbally and also periods of quiet reflection ● Scaffolded Lessons ● Small Group Instruction ● Tiered Assignments Gifted and Talented (Advanced): ● Set individual goals. ● Encourage creative expression by allowing students to choose how to explore a problem ● Invite students to explore points of view ● Allow team-teaching opportunities and collaboration ● Varied levels of reading text ● Enriched hands on center that students can explore	● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Student Conferences ● Visual Aids ● Cooperative Learning Groups Students At-Risk (BSI): ● Build Background Knowledge ● Graphic Organizers ● Leveled Text ● Opportunities for students to discuss material verbally and also periods of quiet reflection ● Scaffolded Lessons ● Small Group Instruction ● Tiered Assignments Gifted and Talented (Advanced): ● Set individual goals. ● Encourage creative expression by allowing students to choose how to explore a problem ● Invite students to explore points of view ● Allow team-teaching opportunities and collaboration ● Varied levels of reading text ● Enriched hands on center that students can explore
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	independently ● Use Higher-Level Questioning Techniques ● Provide leadership opportunities in groups ● Allow opportunities to analyze and evaluate materials ● Design surveys to generate and analyze data to be used in discussion 504 Plans: ● Preferential seating. ● Extended time on tests and assignments. ● Reduced homework or classwork. ● Verbal, visual, or technology aids. ● Modified textbooks or audio-video materials. ● Oral assessments	independently ● Use Higher-Level Questioning Techniques ● Provide leadership opportunities in groups ● Allow opportunities to analyze and evaluate materials ● Design surveys to generate and analyze data to be used in discussion 504 Plans: ● Preferential seating. ● Extended time on tests and assignments. ● Reduced homework or classwork. ● Verbal, visual, or technology aids. ● Modified textbooks or audio-video materials. ● Oral assessments	independently ● Use Higher-Level Questioning Techniques ● Provide leadership opportunities in groups ● Allow opportunities to analyze and evaluate materials ● Design surveys to generate and analyze data to be used in discussion 504 Plans: ● Preferential seating. ● Extended time on tests and assignments. ● Reduced homework or classwork. ● Verbal, visual, or technology aids. ● Modified textbooks or audio-video materials. ● Oral assessments
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Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Topic: History, Culture, and Perspectives <i>April-June: 8 weeks</i>		
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLs: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	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.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space. 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations. 6.1.5.EconNE.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. 6.1.5.EconNE.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy. 6.1.5.EconNE.7: Describe the role		
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	and relationship among households, businesses, laborers, and governments within the economic system. 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.4: Compare and contrast how the availability of resources affects people across the world differently. 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. 6.3.5.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.CivicsPR.2: Describe the process by which immigrants can become United States citizens.		
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Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	English Language Arts RI.CR.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RI.CR.3.2 Determine the main idea of a text, recount the key details and explain how they support the main idea RI.CR.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect RI.CR.3.5 Use text features and search tools to locate information relevant to a given topic efficiently W.AW.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons W.AW.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly 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. Mathematics • MP.2 Reason abstractly and		

	quantitatively ● MP.4 Model with Mathematics ● MP.5 Use appropriate tools Strategically 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets Recommended Text: <i>My Diary From Here to There</i> by Amanda Ima Perez <i>The House on Maple Street</i> by Bonnie Pryor <i>River Town</i> by Bonnie and Arthur Geisert <i>Edward Hopper Paints His World</i> by Robert Burleigh <i>Jubilee! One Man’s Big, Bold, and Very, Very Loud Celebration of Peace</i> by Alicia Potter <i>E-I-E-I-O How Old MacDonald Got His Farm With a Little Help From a Hen</i> by Judy Sierra		
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Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Life Literacies & Key Skills 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about local and/or global climate change issues and deliberate about possible solutions. 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.		
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Design Thinking 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a		

	network. 8.1.2.AP.4: Break down a task into a sequence of steps		
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> • <i>9.3 Career and Technical Education)</i>	N/A		
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• Changes in transportation helped the United States grow. • Immigrants to the United States and American settlers changed where and how people lived. • Technological developments affect how people live. • New ideas and individuals can affect communities. • People from all over the world form communities to live, work, and play together. • People live in rural, suburban, or urban communities. • People share their culture in many different ways, such as through arts and celebrations. • Our nation's diversity helps us better understand the people who live in our communities and throughout the world.		
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How does life change throughout history? 2. How is culture shared?		
STAGE 2: Evidence			

Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments: ● Class Discussions ● Cooperative Learning Activities that students complete in class where the teacher can assess an individual or group ● In-class Assignments ● Teacher Observations Summative Assessments: ● End of Chapter or Unit Tests ● Inquiry Journal & Project Alternative Assessments: ● Journals ● Oral Presentations ● Projects ● Questions for Comprehension ● Peer Assessment ● Self-Assessment Benchmark Assessments: ● Oral/Short Answer Assessment		
STAGE 3: Learning Plan			

Learning Activities/Content: *(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:*

- *Amistad Law*
- *Holocaust Law*
- *LGBTQ/Disabilities Law*

Vocabulary: community, diverse cultures, rural, suburban, urban, culture regions. Natural resources

Activities:

- Write a short poem that tells about a time when people have come together in your community.
- What does your community have to offer? Create an advertisement.
- Have students research service opportunities for kids in their school or community and share their research. If possible, choose one opportunity for the class to participate in.
- Write an informative paragraph summarizing the meaning and importance of culture to their communities.
- Write a paragraph that tells what the flags stand for. Share their paragraphs with the class.
- Community Sort: Sort pictures of different types of community workers, businesses and products into goods and services categories.

DEI: Diversity and Inclusion Law
[\(N.J.S.A. 18A:35-4.36a\)](#)

- Collaborate with your peers to discuss the key events that played a role in the

	development of their community. ● Turn and talk discussions ● Whole-class discussions ● Collaborative conversations ● Examining and discussing photos in the inquiry journal Climate Change Activity: ● Discuss how the community's natural resources have changed throughout the years. Amistad Law (N.J.S.A. 18A:52-16A-88) ● Read diverse literature that promotes kindness, fairness, respect, and inclusion. ● Discuss how people of all backgrounds contribute to our community. ● Celebrate similarities and differences through classroom activities and discussions. ● Celebrating Our Stories – Students create "All About Me" posters highlighting family traditions, languages, foods, or celebrations. Hold a classroom gallery walk. Holocaust Law N.J.S.A. 18A:35-28 ● Compare how communities celebrate differences and value diversity. ● Acts of Kindness Challenge: Students record their daily acts of kindness for one week		
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	and share them at the end of the week.		
Resources: <i>(Include names of texts and all online resources)</i>	● Newsela ● Achieve3000 ● Junior Scholastic ● EdPuzzle ● BrainPop ● Readworks ● Epic ● Freckle ● Webquests ● NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide ○ https://www.nj.gov/education/holocaust/curriculum/materials/holocaust.shtml		
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education: ● Individualized Education Plans (IEPs) ● Cooperative Learning Groups ● Scaffolded Lessons ● Modified Assignments and Homework ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner		

	● Use of alternate assessments English Language Learners (ELLs): ● Cultural Responsiveness ● Group students with others of different learning levels and abilities ● Mnemonic Devices ● Modeling ● Non-Verbal Assessments ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Student Conferences ● Visual Aids ● Cooperative Learning Groups Students At-Risk (BSI): ● Build Background Knowledge ● Graphic Organizers ● Leveled Text ● Opportunities for students to discuss material verbally and also periods of quiet reflection ● Scaffolded Lessons ● Small Group Instruction ● Tiered Assignments Gifted and Talented (Advanced): ● Set individual goals.		
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	● Encourage creative expression by allowing students to choose how to explore a problem ● Invite students to explore points of view ● Allow team-teaching opportunities and collaboration ● Varied levels of reading text ● Enriched hands on center that students can explore independently ● Use Higher-Level Questioning Techniques ● Provide leadership opportunities in groups ● Allow opportunities to analyze and evaluate materials ● Design surveys to generate and analyze data to be used in discussion 504 Plans: ● Preferential seating. ● Extended time on tests and assignments. ● Reduced homework or classwork. ● Verbal, visual, or technology aids. ● Modified textbooks or audio-video materials. ● Oral assessments		
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