# Willingboro Public Schools
## Curriculum template.pending review

**Revised June, 2022**
name - Supervisor of ?

**Curriculum template.pending review**
(From New Jersey Student Learning Standards)

<insert NJSLS Curriculum Overview Here>

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| Overview | Content Standards | Unit Focus |
|---|---|---|
| **Unit 1**<br><br><br>**Northeast Region of the United States and New Jersey** | ● 6.1.5.GeoPP.1<br>● 6.1.5.GeoPP.2<br>● 6.1.5.GeoPP.3<br>● 6.1.5.GeoSV.1<br>● 6.1.5.GeoSV.2<br>● 6.1.5.GeoSV.4<br>● 6.1.5.GeoHE.1<br>● 6.1.5.GeoGI.4<br>● 6.1.5.HistoryCC.6 | During Unit 1, students will be introduced to the Northeast Region of the United States and New Jersey. Students will learn about geography, the environment, and how the region has changed over time. |
| *Unit 1:*<br><br>*Suggested Open Educational Resources* | ● Grade 3 (Social Studies)Teacher Curriculum Institute (TCI) (Our Community and Beyond) | |
| **Unit 2**<br><br><br>**Southeast, Midwest, Southwest, and Western Regions of the United States** | ● 6.1.5.GeoPP.1<br>● 6.1.5.GeoPP.2<br>● 6.1.5.GeoPP.3<br>● 6.1.5.GeoSV.1<br>● 6.1.5.GeoSV.2<br>● 6.1.5.GeoSV.4<br>● 6.1.5.GeoHE.1<br>● 6.1.5.GeoGI.4 | During Unit 2, students will be introduced to the Southeast, Midwest, Southwest, and Western Regions of the United States. Students will learn about the geography, the environment, and how the regions have changed over time. |
| *Unit 2* | ● Grade 3 (Social Studies)Teacher Curriculum Institute (TCI) (Our Community and Beyond) | |

| Overview | Content Standards | Unit Focus |
|---|---|---|
| *Suggested Open Educational Resources* | | |
| **Unit 3**<br><br><br>**Immigration** | <ul><li>6.1.5.CivicsPI.9</li><li>6.1.5.CivicsPD.3</li><li>6.1.5.CivicsPR.1</li><li>6.1.5.CivicsPR.2</li><li>6.1.5.HistoryUP.1</li><li>6.1.5.HistoryUP.6</li><li>6.1.5.HistoryUP.7</li><li>6.1.5.HistorySE.2</li></ul> | During Unit 3, students will be introduced to immigration. Students will learn about challenges immigrants faced and how the United States has changed overtime because of immigration. |
| *Unit 3:*<br><br>*Suggested Open Educational Resources* | <ul><li>Grade 3 (Social Studies)Teacher Curriculum Institute (TCI) (Our Community and Beyond)</li></ul> | |
| **Unit 4**<br><br><br><br>**Government and Political Decision-**<br><br>**Making** | <ul><li>6.1.5.CivicsPI.1</li><li>6.1.5.CivicsPI.2</li><li>6.1.5.CivicsPI.3</li><li>6.1.5.CivicsPI.4</li><li>6.1.5.CivicsPI.9</li><li>6.1.5.Civic.DP.1</li><li>6.1.5.Civic.DP.2</li><li>6.1.5.CivicsPR.3</li><li>6.1.5.CivicsHR.2</li><li>6.3.5.CivicsPD.3</li></ul> | During Unit 4, students will be introduced to government and political decision-making. Students will learn why we need governments and how governments work. |
| *Unit 4:*<br><br>*Suggested Open Educational Resources* | <ul><li>Grade 3 (Social Studies)Teacher Curriculum Institute (TCI) (Our Community and Beyond)</li></ul> | |

| Overview | Content Standards | Unit Focus |
|---|---|---|
| Unit 5<br><br>**Economic Decision-Making** | <ul><li>6.1.5.EconET.1</li><li>6.1.5.EconET.3</li><li>6.1.5.EconEM.1</li><li>6.1.5.EconEM.2</li><li>6.1.5.EconEM.3</li><li>6.1.5.EconNM.1</li><li>6.1.5.EconGE.2</li><li>6.1.5.EconGE.4</li></ul> | During Unit 5, students will be introduced to economic decision-making. Students will learn about needs and wants, goods and services, and how to make responsible economic decisions. |
| *Unit 5:*<br><br>*Suggested Open Educational Resources* | <ul><li>Grade 3 (Social Studies)Teacher Curriculum Institute (TCI) (Our Community and Beyond)</li></ul> | |

## Unit 1: Northeast Region of the United States and New Jersey

### Overview

During Unit 1, students will be introduced to the Northeast Region of the United States and New Jersey. Students will learn about the geography, the environment, and how the region has changed over time.

| Essential Questions | Enduring Understandings |
|---|---|
| ● How does geography affect the way we live?<br>● How can maps and charts help settlers, farmers, business people and tourists learn valuable information to make decisions?<br>● How does geography influence how people live?<br>● How and why do people use and change the environment?<br>● How has the region changed overtime? What caused those changes? | ● The United States is composed of a variety of regions.<br>● Each region has unique landforms, bodies of water, resources, and weather.<br>● People adapt to and modify their environment.<br>● Geographic factors have influenced the location of economic activities in the United States.<br>● Technological innovations help people to modify and use the environment.<br>● People use resources to help them live.<br>● Landforms, climate and weather, and availability of resources affect where and how people live and work, and meet their needs. |

## Unit 1: Northeast Region of the United States and New Jersey

### Content Standards

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.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.

## Unit 1: Northeast Region of the United States and New Jersey

### Content Standards

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

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

### Core Ideas

Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.

Patterns of settlement differ markedly from region to region, place to place, and time to time.

Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.

### Student Learning Objectives

Students will…
- Explain how maps and charts help settlers, farmers, business people and tourists learn valuable information to make decisions.
- Explain what maps, globes and other geographical resources tell us about the states and regions of the U.S.
- Describe a region.
- Explain how geography influences people's lives.

- Explain how and why people can use and change the environment.
- Describe how our region has changed over time and describe what has caused those changes.

| Integrated Accommodations and Modifications | | |
| --- | --- | --- |
| **Special Education Students** | **English Language Learners** | **At Risk** |
| <ul><li>Utilize modifications & accommodations delineated in the student's IEP</li><li>Provide additional manipulatives to support instruction</li><li>Allow for alternative strategies to solve algorithms or tasks</li><li>Provide the steps needed to complete the task</li><li>Model frequently</li><li>Provide repetition and practice.</li><li>Use visuals to demonstrate/model the processes</li><li>Restate, reread, and clarify directions/questions</li><li>Ask students to restate information, directions, and assignments.</li><li>Provide copy of class notes</li><li>Distribute study guide for classroom tests.</li><li>Provide preferential seating to be mutually determined by the student and teacher</li><li>Provide extra textbooks for home.</li><li>Provide regular parent/ school communication</li><li>Allow extended time to complete assignment</li><li>Establish procedures for accommodations / modifications for assessments</li><li>Allow student to take/complete tests in an alternate setting as needed</li></ul><br>Appendix A: Special Education Accommodations and Modifications | WIDA Can Do Descriptors<br>https://wida.wisc.edu/teach/can-do/descriptors<br><ul><li>Modify Assignments</li><li>Use testing and portfolio assessment</li><li>Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li><li>Repeat, rephrase, paraphrase key concepts and directions</li><li>Allow for extended time for assignment completion as needed</li><li>Highlight key vocabulary</li><li>Define essential vocabulary in context</li><li>Use graphic organizers, visuals, manipulatives and other concrete materials</li><li>Use gestures, facial expressions and body language</li><li>Read aloud</li><li>Build on what students already know and prior experience</li></ul> | <ul><li>Pair visual prompts with verbal presentations</li><li>Ask students to restate information, directions, and assignments.</li><li>Provide repetition and and practice</li><li>Model skills / techniques to be mastered.</li><li>Provide extended time to complete class work</li><li>Provide copy of class notes</li><li>Provide preferential seating to be mutually determined by the student and teacher</li><li>Allow the use of a computer to complete assignments.</li><li>Establish expectations for correct spelling on assignments</li><li>Provide extra textbooks for home.</li><li>Provide Peer Support</li><li>Increase one on one time</li></ul> |
| **Gifted and Talented Students** | **504 Plan** | |
| <ul><li>Utilize advanced, accelerated, or compacted content</li></ul> | <ul><li>Pair visual prompts with verbal presentations</li></ul> | |

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| ● Provide assignments that emphasize higher- level thinking skills.<br>● Allow for individual student interest<br>● Gear assignments to development in areas of affect, creativity, cognition, and research skills<br>● Allow for a variety in types of resources<br>● Provide problem-based assignments with planned scope and sequence<br>● Utilize inquiry-based instruction<br>● Adjust the pace of lessons<br>● Utilize Choice Boards<br>● Provide Problem-Based Learning<br>● Establish flexible Grouping | ● Ask students to restate information, directions, and assignments.<br>● Provide repetition and and practice<br>● Model skills / techniques to be mastered.<br>● Provide extended time to complete class work<br>● Provide copy of class notes<br>● Break long assignments into smaller parts<br>● Assist student in setting short term goals<br>● Allow for preferential seating to be mutually determined by the student and teacher<br>● Provide extra textbooks for home.<br>● Model and reinforce organizational systems (i.e. color-coding)<br>● Write out homework assignments, check student's recording of assignments |

| **Interdisciplinary Connections** | **Computer Science and Design Thinking** |
|---|---|
| **ELA Standards**<br>● RI.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.<br><br>● RI.3.6. Distinguish their own point of view from that of the author of a text.<br><br>● RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).<br><br>● W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br><br>● W.3.7. Conduct short research projects that build knowledge about a topic. | **Computer Science and Design Thinking Practices**<br><br>1. ☐ Fostering an Inclusive Computing and Design Culture<br><br>2. ☐ Collaborating Around Computing and Design<br><br>3. ☐ Recognizing and Defining Computational Problems<br><br>4. ☐ Developing and Using Abstractions<br><br>5. ☐ Creating Computational Artifacts<br><br>6. ☐ Testing and Refining Computational Artifacts<br><br>7. ☐ Communicating About Computing and Design<br><br>**Computer Science and Design Thinking Standards**<br>● 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.<br>● 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.<br>● 8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment. |

| **Career Readiness, Life Literacies and Key Skills** |
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**Career Readiness, Life Literacies and Key Skills Practices**
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

**Career Readiness, Life Literacies and Key Skills Standards**
**9.1  Personal Financial Literacy**
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

**9.2 Career Awareness, Exploration, Preparation, and Training**
- 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.

**9.4 Life Literacies and Key Skills**
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 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 (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 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).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

| Climate Change |
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| ● 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.<br>● 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.<br>● 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas. |

| SEL Competencies |
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| ● **Self - Awareness**<br>● **Self - Management**<br>● **Social Awareness**<br>● **Responsible Decision Making**<br>● **Relationship Skills**<br><br>**https://www.nj.gov/education/safety/wellness/selearning/index.shtml** |

| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
|---|---|
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.*<br><br>● Students examine maps, images, and printed information to identify challenges of settling in a region and explain how those challenges can be overcome.<br>● Students examine various geographic maps of the world and locate geographic areas around the world that are similar to those in the United States.<br>● Students compare climate and seasons of a given country to climate and seasons in the United States and record their findings on a graphic organizer.<br><br>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:<br><br>● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)<br><br>● Exit tickets, rotational activities (stations), quizzes, and small group activities | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*<br><br>**Summative Assessments:**<br><br>● Create a Book: Produce and illustrate a chapter book that explains and shows the way of life of one of the Native American groups of the Northeast region<br>● Produce a Mini-Documentary: Students plan and produce a mini-documentary, using free software such as PhotoStory3, to compare and contrast how Native Americans and Euro-Americans lived and how each viewed and used the environment. Students create a storyboard, write and narrate the mini-documentary. |

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| • Classwork, homework, group work (formative assessment) <br><br> • Pre-Assessment, teacher's observation, class discussion, and journal | **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile. |

| **Targeted Academic Vocabulary** |
|---|
| • Climate <br> • Culture <br> • Environment <br> • Geographical Resources <br> • Innovations <br> • Landforms <br> • Natural Resources <br> • Physical Features <br> • Region <br> • Resources |

| **District/School Tasks** | **District/School Primary and Supplementary Resources** |
|---|---|
| • See Formative/Summative Assessments | **District-Mandated Resources** <br><br> • Grade 3 (Social Studies)Teacher Curriculum Institute (TCI) (Our Community and Beyond) <br><br> **Assessment Resources:** <br><br> **Other Resources:** <br> • *A River Ran Wild* (Cherry) <br> • New Jersey History for Kids **(Diversity, Equity and Inclusion)** <br> • Exploring the Northeast Region <br> • Climate Literacy **(Climate Change)** <br> • Climate Change-ReadWorks **(Climate Change)** <br> • Rising Water: How Climate is Affecting Coastal Areas -ReadWorks **(Climate Change)** |

| **Instructional Best Practices and Exemplars** |
|:---:|
| **See Appendix A for Instructional Best Practices and Exemplars** |
| **Pacing Guide** |
| **&lt;post link here&gt;** |

## Unit 2: Southeast, Midwest, Southwest, and Western Regions of the United States

### Overview

During Unit 2, students will be introduced to the Southeast, Midwest, Southwest, and Western Regions of the United States. Students will learn about the geography, the environment, and how the regions have changed over time.

| Essential Questions | Enduring Understandings |
|---|---|
| ● How does geography affect the way we live?<br>● How can maps and charts help settlers, farmers, business people and tourists learn valuable information to make decisions?<br>● How does geography influence how people live?  How and why do people use and change the environment?<br>● How has the region changed overtime? What caused those changes? | ● Each region has unique landforms, bodies of water, resources, and weather.<br>● People adapt to and modify their environment.<br>● Geographic factors have influenced the location of economic activities in the United States.<br>● Technological innovations help people to modify and use the environment.<br>● People use resources to help them live.<br>● Landforms, climate and weather, and availability of resources affect where and how people live and work, and meet their needs. |

## Unit 2: Southeast, Midwest, Southwest, and Western Regions of the United States

### Content Standards

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.

## Unit 2: Southeast, Midwest, Southwest, and Western Regions of the United States

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

| Core Ideas |
| --- |
| Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures. |
| Patterns of settlement differ markedly from region to region, place to place, and time to time. |
| Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information. |
| Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics. |

| Student Learning Objectives |
| --- |
| Students will…<br>● Explain how maps and charts help settlers, farmers, business people and tourists learn valuable information to make decisions. |

- Explain what maps, globes and other geographical resources tell us about the states and regions of the U.S.
- Describe a region.
- Explain how geography influences people's lives.
- Explain how and why people can use and change the environment.
- Describe how our region has changed over time and describe what has caused those changes.

| Integrated Accommodations and Modifications | | |
|---|---|---|
| **Special Education Students** | **English Language Learners** | **At Risk** |
| - Utilize modifications & accommodations delineated in the student's IEP<br>- Provide additional manipulatives to support instruction<br>- Allow for alternative strategies to solve algorithms or tasks<br>- Provide the steps needed to complete the task<br>- Model frequently<br>- Provide repetition and practice.<br>- Use visuals to demonstrate/model the processes<br>- Restate, reread, and clarify directions/questions<br>- Ask students to restate information, directions, and assignments.<br>- Provide copy of class notes<br>- Distribute study guide for classroom tests.<br>- Provide preferential seating to be mutually determined by the student and teacher<br>- Provide extra textbooks for home.<br>- Provide regular parent/ school communication<br>- Allow extended time to complete assignment<br>- Establish procedures for accommodations / modifications for assessments<br>- Allow student to take/complete tests in an alternate setting as needed | WIDA Can Do Descriptors<br>https://wida.wisc.edu/teach/can-do/descriptors<br><br>- Modify Assignments<br>- Use testing and portfolio assessment<br>- Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)<br>- Repeat, rephrase, paraphrase key concepts and directions<br>- Allow for extended time for assignment completion as needed<br>- Highlight key vocabulary<br>- Define essential vocabulary in context<br>- Use graphic organizers, visuals, manipulatives and other concrete materials<br>- Use gestures, facial expressions and body language<br>- Read aloud<br>- Build on what students already know and prior experience | - Pair visual prompts with verbal presentations<br>- Ask students to restate information, directions, and assignments.<br>- Provide repetition and and practice<br>- Model skills / techniques to be mastered.<br>- Provide extended time to complete class work<br>- Provide copy of class notes<br>- Provide preferential seating to be mutually determined by the student and teacher<br>- Allow the use of a computer to complete assignments.<br>- Establish expectations for correct spelling on assignments<br>- Provide extra textbooks for home.<br>- Provide Peer Support<br>- Increase one on one time |

| Appendix A: Special Education Accommodations and Modifications | | |
|---|---|---|

| **Gifted and Talented Students** | **504 Plan** |
|---|---|
| ● Utilize advanced, accelerated, or compacted content<br>● Provide assignments that emphasize higher- level thinking skills.<br>● Allow for individual student interest<br>● Gear assignments to development in areas of affect, creativity, cognition, and research skills<br>● Allow for a variety in types of resources<br>● Provide problem-based assignments with planned scope and sequence<br>● Utilize inquiry-based instruction<br>● Adjust the pace of lessons<br>● Utilize Choice Boards<br>● Provide Problem-Based Learning<br>● Establish flexible Grouping | ● Pair visual prompts with verbal presentations<br>● Ask students to restate information, directions, and assignments.<br>● Provide repetition and and practice<br>● Model skills / techniques to be mastered.<br>● Provide extended time to complete class work<br>● Provide copy of class notes<br>● Break long assignments into smaller parts<br>● Assist student in setting short term goals<br>● Allow for preferential seating to be mutually determined by the student and teacher<br>● Provide extra textbooks for home.<br>● Model and reinforce organizational systems (i.e. color-coding)<br>● Write out homework assignments, check student's recording of assignments |

| **Interdisciplinary Connections** | **Computer Science and Design Thinking** |
|---|---|
| **ELA Standards**<br>● RI.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.<br>● RI.3.6. Distinguish their own point of view from that of the author of a text.<br>● RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).<br>● W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>● W.3.3. Write narratives to develop real or imagined experiences or events using narrative echnique, descriptive details, and clear event sequences.<br>● W.3.7. Conduct short research projects that build knowledge about a topic. | **Computer Science and Design Thinking Practices**<br><br>8.  ☐ Fostering an Inclusive Computing and Design Culture<br><br>9.  ☐ Collaborating Around Computing and Design<br><br>10. ☐ Recognizing and Defining Computational Problems<br><br>11. ☐ Developing and Using Abstractions<br><br>12. ☐ Creating Computational Artifacts<br><br>13. ☐ Testing and Refining Computational Artifacts<br><br>14. ☐ Communicating About Computing and Design<br>**Computer Science and Design Thinking Standards**<br>● 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.<br>● 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.<br>● 8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment. |

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| Career Readiness, Life Literacies and Key Skills |
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**Career Readiness, Life Literacies and Key Skills Practices**
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

**Career Readiness, Life Literacies and Key Skills Standards**
**9.1  Personal Financial Literacy**
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

**9.2 Career Awareness, Exploration, Preparation, and Training**
- 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.

**9.4 Life Literacies and Key Skills**
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 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 (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 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).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

| Climate Change |
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| ● 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.<br>● 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.<br>● 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas. |

| SEL Competencies |
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| ● **Self - Awareness**<br>● **Self - Management**<br>● **Social Awareness**<br>● **Responsible Decision Making**<br>● **Relationship Skills**<br><br>**https://www.nj.gov/education/safety/wellness/selearning/index.shtml** |

| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
|---|---|
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.*<br><br>● Students examine maps, images, and printed information to identify challenges of settling in a region and explain how those challenges can be overcome.<br>● Students examine various geographic maps of the world and locate geographic areas around the world that are similar to those in the United States.<br>● Students compare climate and seasons of a given country to climate and seasons in the United States and record their findings on a graphic organizer.<br>● Students work in cooperative groups to create posters, brochures, PowerPoint postcards depicting information about the region being studied.<br>● Engage students is an author study of Paul Goble.<br><br>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:<br>● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)<br>● Exit tickets, rotational activities (stations), quizzes, and small group activities | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*<br><br>**Summative Assessments:**<br>● Write a Journal: Imagine that you are traveling to different regions of the United States. Write journal entries that describe the places you are visiting, what you see, and the people you meet.<br>● Create a Book: Produce and illustrate a chapter book that explains and shows the way of life of one of the Native American groups.<br>● Produce a Mini-Documentary: Students plan and produce a mini-documentary, using free software such as PhotoStory3, to compare and contrast how Native Americans and Euro-Americans lived and how each viewed and used the environment. Students create a storyboard, write and narrate the mini-documentary.<br><br>**Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or |

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| • Classwork, homework, group work (formative assessment)<br>• Pre-Assessment, teacher's observation, class discussion, and journal | with their department or grade-level partners, as per Uniform Grading Profile. |

| **Targeted Academic Vocabulary** |
|---|
| • Climate<br>• Culture<br>• Environment<br>• Geographical Resources<br>• Innovations<br>• Landforms<br>• Natural Resources<br>• Physical Features<br>• Region<br>• Resources |

| **District/School Tasks** | **District/School Primary and Supplementary Resources** |
|---|---|
| • See Formative/Summative Assessments | **District-Mandated Resources**<br><br>    • Grade 3 (Social Studies)Teacher Curriculum Institute (TCI) (Our Community and Beyond)<br><br>**Assessment Resources:**<br><br><br>**Other Resources:**<br>    • *The Little House*<br>    • *Heartland* (Siebert)<br>    • Southeast Region<br>    • Midwest Region<br>    • Southwest Region<br>    • Western Region<br>    • New Jersey History for Kids **(Diversity, Equity and Inclusion)**<br>    • Climate Literacy **(Climate Change)**<br>    • Impacts of Climate Change in the Pacific Region **(Climate Change)** |

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| | • [Climate Change](#)-ReadWorks **(Climate Change)**<br>• [Rising Water: How Climate is Affecting Coastal Areas](#) -ReadWorks **(Climate Change)** |

| **Instructional Best Practices and Exemplars** |
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| [See Appendix A for Instructional Best Practices and Exemplars](#) |
| **Pacing Guide** |
| **<post link here>** |

# Unit 3: Immigration

## Overview

During Unit 3, students will be introduced to immigration. Students will learn about challenges immigrants faced and how the United States has changed overtime because of immigration.

| Essential Questions | Enduring Understandings |
|---|---|
| ● What does it mean that the United States is a nation of immigrants? <br> ● What challenges did immigrants face? <br> ● How has the United States changed overtime because of immigration? <br> ● How can communities make decisions that respect the rights and dignity of all its members? | ● Immigrants helped shape the culture and economy of the U.S. and were instrumental in its growth. <br> ● Major population changes have taken place in the U.S. because of migration within and immigration to the United States. <br> ● People often move from one place to another in order to better meet their needs and wants. |

# Unit 3: Immigration

## Content Standards

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.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.CivicsPR.2: Describe the process by which immigrants can become United States citizens.

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.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

| Unit 3: Immigration |
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| **Content Standards** |
| 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. |
| **Core Ideas** |
| Levels of government (i.e., local, state, and federal) have different powers and responsibilities. |
| Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. |
| There are different processes for establishing rules and laws. |
| Events may be viewed differently based on one's perspective. |
| Historical records are shaped by the society that the creator lived in. |
| Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources. |

| Student Learning Objectives |
|---|
| Students will…<br>• Explain what it means that the United States is a nation of immigrants.<br>• Describe challenges that immigrants face.<br>• Explain how the United States has changed overtime because of immigration.<br>• Describe important American symbols.<br>• Explain population changes that have taken place in the U.S. because of migration. |

- Understand that people often move from one place to another in order to better meet their needs and wants.

| Integrated Accommodations and Modifications | | |
|---|---|---|
| **Special Education Students** | **English Language Learners** | **At Risk** |
| <ul><li>Utilize modifications & accommodations delineated in the student's IEP</li><li>Provide additional manipulatives to support instruction</li><li>Allow for alternative strategies to solve algorithms or tasks</li><li>Provide the steps needed to complete the task</li><li>Model frequently</li><li>Provide repetition and practice.</li><li>Use visuals to demonstrate/model the processes</li><li>Restate, reread, and clarify directions/questions</li><li>Ask students to restate information, directions, and assignments.</li><li>Provide copy of class notes</li><li>Distribute study guide for classroom tests.</li><li>Provide preferential seating to be mutually determined by the student and teacher</li><li>Provide extra textbooks for home.</li><li>Provide regular parent/ school communication</li><li>Allow extended time to complete assignment</li><li>Establish procedures for accommodations / modifications for assessments</li><li>Allow student to take/complete tests in an alternate setting as needed</li></ul><br><br>Appendix A: Special Education Accommodations and Modifications | WIDA Can Do Descriptors<br>https://wida.wisc.edu/teach/can-do/descriptors<br><br><ul><li>Modify Assignments</li><li>Use testing and portfolio assessment</li><li>Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li><li>Repeat, rephrase, paraphrase key concepts and directions</li><li>Allow for extended time for assignment completion as needed</li><li>Highlight key vocabulary</li><li>Define essential vocabulary in context</li><li>Use graphic organizers, visuals, manipulatives and other concrete materials</li><li>Use gestures, facial expressions and body language</li><li>Read aloud</li><li>Build on what students already know and prior experience</li></ul> | <ul><li>Pair visual prompts with verbal presentations</li><li>Ask students to restate information, directions, and assignments.</li><li>Provide repetition and and practice</li><li>Model skills / techniques to be mastered.</li><li>Provide extended time to complete class work</li><li>Provide copy of class notes</li><li>Provide preferential seating to be mutually determined by the student and teacher</li><li>Allow the use of a computer to complete assignments.</li><li>Establish expectations for correct spelling on assignments</li><li>Provide extra textbooks for home.</li><li>Provide Peer Support</li><li>Increase one on one time</li></ul> |

| Gifted and Talented Students | 504 Plan |
|---|---|
| <ul><li>Utilize advanced, accelerated, or compacted content</li><li>Provide assignments that emphasize higher- level thinking skills.</li><li>Allow for individual student interest</li><li>Gear assignments to development in areas of affect, creativity, cognition, and research skills</li><li>Allow for a variety in types of resources</li><li>Provide problem-based assignments with planned scope and sequence</li><li>Utilize inquiry-based instruction</li><li>Adjust the pace of lessons</li><li>Utilize Choice Boards</li><li>Provide Problem-Based Learning</li><li>Establish flexible Grouping</li></ul> | <ul><li>Pair visual prompts with verbal presentations</li><li>Ask students to restate information, directions, and assignments.</li><li>Provide repetition and and practice</li><li>Model skills / techniques to be mastered.</li><li>Provide extended time to complete class work</li><li>Provide copy of class notes</li><li>Break long assignments into smaller parts</li><li>Assist student in setting short term goals</li><li>Allow for preferential seating to be mutually determined by the student and teacher</li><li>Provide extra textbooks for home.</li><li>Model and reinforce organizational systems (i.e. color-coding)</li><li>Write out homework assignments, check student's recording of assignments</li></ul> |
| **Interdisciplinary Connections** | **Computer Science and Design Thinking** |
| **ELA Standards**<ul><li>RI.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.</li><li>RI.3.6. Distinguish their own point of view from that of the author of a text.</li><li>RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li><li>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li><li>W.3.3. Write narratives to develop real or imagined experiences or events using narrative echnique, descriptive details, and clear event sequences.</li><li>W.3.7. Conduct short research projects that build knowledge about a topic.</li></ul> | **Computer Science and Design Thinking Practices**<br><br>15. ☐ Fostering an Inclusive Computing and Design Culture<br><br>16. ☐ Collaborating Around Computing and Design<br><br>17. ☐ Recognizing and Defining Computational Problems<br><br>18. ☐ Developing and Using Abstractions<br><br>19. ☐ Creating Computational Artifacts<br><br>20. ☐ Testing and Refining Computational Artifacts<br><br>21. ☐ Communicating About Computing and Design<br><br>**Computer Science and Design Thinking Standards**<ul><li>8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.</li><li>8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.</li></ul> |
| **Career Readiness, Life Literacies and Key Skills** ||

**Career Readiness, Life Literacies and Key Skills Practices**
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

**Career Readiness, Life Literacies and Key Skills Standards**
**9.1  Personal Financial Literacy**
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

**9.2 Career Awareness, Exploration, Preparation, and Training**
- 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.

**9.4 Life Literacies and Key Skills**
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 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 (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 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).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

| **Climate Change** |
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| Addressed in Units 1 and 2 |

| **SEL Competencies** |
| --- |

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

**https://www.nj.gov/education/safety/wellness/selearning/index.shtml**

| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
|---|---|
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.* | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* |

**District/School Formative Assessment Plan**

*Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.*

- Students develop a chart listing the reasons why people create governments and why all groups and societies create rules and laws.
- Have students explore the purposes of rules (to maintain order, promote health and safety, protect individual rights, provide services). Posters, booklets, display panels, and/or charts can be created about rules that help people get along together in school.
- Students identify the services provided by the community at the local, county, state and national levels; and list them on a chart/poster. Have students identify similarities and possible reasons why they exist. Students can create a collage of words and images from newspapers and magazines and online sources that describe and depict these services.

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:
- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)
- Pre-Assessment, teacher's observation, class discussion, and journal

**District/School Summative Assessment Plan**

*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

**Summative Assessment:**
- Project Citizen: Students identify a public policy problem in their community. They then research the problem, evaluate alternative solutions, develop their own solution in the form of a public policy, and create a political action plan to enlist local or state authorities to adopt their proposed policy.

**Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

**Targeted Academic Vocabulary**

- Citizen
- Culture

- Global Challenges
- Immigration
- Migrate
- Perspectives
- Signify

| District/School Tasks | District/School Primary and Supplementary Resources |
|---|---|
| • See Formative/Summative Assessments | **District-Mandated Resources**<br><br>• Grade 3 (Social Studies)Teacher Curriculum Institute (TCI) (Our Community and Beyond)<br><br>**Assessment Resources:**<br><br><br>**Other Resources:**<br>• Analyze a Photograph<br>• PhotoStory Tutorial<br>• Upstate, Downstate: Immigration **(Diversity, Equity and Inclusion)**<br>• American Stories: Teens and Immigration **(Diversity, Equity and Inclusion)**<br>• They're Coming to America: Immigrants Past and Present **(Diversity, Equity and Inclusion)**<br>• Redefine American **(AAPI)**<br>• Important American Symbols-ReadWorks |

| Instructional Best Practices and Exemplars |
|---|
| **See Appendix A for Instructional Best Practices and Exemplars** |

| Pacing Guide |
|---|
| **<post link here>** |

# Unit 4: Government and Political Decision-Making

## Overview

During Unit 4, students will be introduced to government and political decision-making. Students will learn why we need governments and how governments work.

| Essential Questions | Enduring Understandings |
|---|---|
| <ul><li>Why do we need governments?</li><li>How do governments work?</li><li>Why do we need rules and people with authority?</li><li>What are my rights and responsibilities?</li></ul> | <ul><li>People develop systems to manage conflict and create order.</li><li>Conflict resolution can involve aggression, compromise, cooperation, and change.</li><li>Democratic societies must balance the rights and responsibilities of individuals with the common good.</li><li>Rules provide order, security, and safety.</li><li>Governments are organized to provide for services (highways, parks, garbage-pickup) which people find difficult to provide for themselves.</li><li>Individuals, groups, and societies have the opportunity to make significant political choices and decisions which have consequences.</li></ul> |

# Unit 4: Government and Political Decision-Making

## Content 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.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.5: Explain how government functions at the local, county, and state level.

6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

| Unit 4: Government and Political Decision-Making |
|---|
| **Content Standards** |
| 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). |
| 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). |
| 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. |
| 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. |
| 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials. |
| **Core Ideas** |
| In a representative democracy, individuals play a role in how the government functions. |
| In a representative democracy, individuals elect representatives to act on the behalf of the people. |
| Levels of government (i.e., local, state, and federal) have different powers and responsibilities. |
| Fundamental rights that allow democratic societies to function can be seen at all levels of government in society. |
| Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good. |
| It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. |
| Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. |

## Student Learning Objectives

Students will…
- Explain why we need a government.
- Understand how governments work.
- Describe why we need rules and people with authority.
- Define their personal rights and responsibilities.
- Explain ways to manage conflict and create order.
- Explain how governments work.

### Integrated Accommodations and Modifications

| Special Education Students | English Language Learners | At Risk |
|---|---|---|
| <ul><li>Utilize modifications & accommodations delineated in the student's IEP</li><li>Provide additional manipulatives to support instruction</li><li>Allow for alternative strategies to solve algorithms or tasks</li><li>Provide the steps needed to complete the task</li><li>Model frequently</li><li>Provide repetition and practice.</li><li>Use visuals to demonstrate/model the processes</li><li>Restate, reread, and clarify directions/questions</li><li>Ask students to restate information, directions, and assignments.</li><li>Provide copy of class notes</li><li>Distribute study guide for classroom tests.</li></ul> | WIDA Can Do Descriptors<br>https://wida.wisc.edu/teach/can-do/descriptors<br><br><ul><li>Modify Assignments</li><li>Use testing and portfolio assessment</li><li>Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li><li>Repeat, rephrase, paraphrase key concepts and directions</li><li>Allow for extended time for assignment completion as needed</li><li>Highlight key vocabulary</li><li>Define essential vocabulary in context</li><li>Use graphic organizers, visuals, manipulatives and other concrete materials</li><li>Use gestures, facial expressions and body language</li></ul> | <ul><li>Pair visual prompts with verbal presentations</li><li>Ask students to restate information, directions, and assignments.</li><li>Provide repetition and and practice</li><li>Model skills / techniques to be mastered.</li><li>Provide extended time to complete class work</li><li>Provide copy of class notes</li><li>Provide preferential seating to be mutually determined by the student and teacher</li><li>Allow the use of a computer to complete assignments.</li><li>Establish expectations for correct spelling on assignments</li><li>Provide extra textbooks for home.</li><li>Provide Peer Support</li><li>Increase one on one time</li></ul> |

| | |
|---|---|
| • Provide preferential seating to be mutually determined by the student and teacher<br>• Provide extra textbooks for home.<br>• Provide regular parent/ school communication<br>• Allow extended time to complete assignment<br>• Establish procedures for accommodations / modifications for assessments<br>• Allow student to take/complete tests in an alternate setting as needed<br><br><br>Appendix A: Special Education Accommodations and Modifications | • Read aloud<br>• Build on what students already know and prior experience |

| Gifted and Talented Students | 504 Plan |
|---|---|
| • Utilize advanced, accelerated, or compacted content<br>• Provide assignments that emphasize higher- level thinking skills.<br>• Allow for individual student interest<br>• Gear assignments to development in areas of affect, creativity, cognition, and research skills<br>• Allow for a variety in types of resources<br>• Provide problem-based assignments with planned scope and sequence<br>• Utilize inquiry-based instruction<br>• Adjust the pace of lessons<br>• Utilize Choice Boards<br>• Provide Problem-Based Learning<br>• Establish flexible Grouping | • Pair visual prompts with verbal presentations<br>• Ask students to restate information, directions, and assignments.<br>• Provide repetition and and practice<br>• Model skills / techniques to be mastered.<br>• Provide extended time to complete class work<br>• Provide copy of class notes<br>• Break long assignments into smaller parts<br>• Assist student in setting short term goals<br>• Allow for preferential seating to be mutually determined by the student and teacher<br>• Provide extra textbooks for home.<br>• Model and reinforce organizational systems (i.e. color-coding)<br>• Write out homework assignments, check student's recording of assignments |

| Interdisciplinary Connections | Computer Science and Design Thinking |
|---|---|
| **ELA Standards**<br>• RI.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.<br><br>• RI.3.6. Distinguish their own point of view from that of the author of a text. | **Computer Science and Design Thinking Practices**<br><br>22. ☐ Fostering an Inclusive Computing and Design Culture<br><br>23. ☐ Collaborating Around Computing and Design<br><br>24. ☐ Recognizing and Defining Computational Problems<br><br>25. ☐ Developing and Using Abstractions<br><br>26. ☐ Creating Computational Artifacts |

- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- W.3.3. Write narratives to develop real or imagined experiences or events using narrative echnique, descriptive details, and clear event sequences.

- W.3.7. Conduct short research projects that build knowledge about a topic.

- SL.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.

27. ☐ Testing and Refining Computational Artifacts

28. ☐ Communicating About Computing and Design

**Computer Science and Design Thinking Standards**
- 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

| Career Readiness, Life Literacies and Key Skills |
| --- |

**Career Readiness, Life Literacies and Key Skills Practices**
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

**Career Readiness, Life Literacies and Key Skills Standards**
**9.1  Personal Financial Literacy**
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

**9.2 Career Awareness, Exploration, Preparation, and Training**
- 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.

**9.4 Life Literacies and Key Skills**
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 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 (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 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).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

| Climate Change |
| --- |
| Addressed in Units 1 and 2 |

| SEL Competencies |
| --- |

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

**https://www.nj.gov/education/safety/wellness/selearning/index.shtml**

| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
| --- | --- |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.* <br><br> • Students develop a chart listing the reasons why people create governments and why all groups and societies create rules and laws. <br> • Have students explore the purposes of rules (to maintain order, promote health and safety, protect individual rights, provide services). Posters, booklets, | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* <br><br> **Summative Assessments:** <br> • Project Citizen: Students identify a public policy problem in their community. They then research the problem, evaluate alternative solutions, develop their own solution in the form of a public policy, and |

- display panels, and/or charts can be created about rules that help people get along together in school.
- Students identify the services provided by the community at the local, county, state and national levels; and list them on a chart/poster. Have students identify similarities and possible reasons why they exist.
- Students can create a collage of words and images from newspapers and magazines and online sources that describe and depict these services.

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:
- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)
- Pre-Assessment, teacher's observation, class discussion, and journal

create a political action plan to enlist local or state authorities to adopt their proposed policy.

**Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

| Targeted Academic Vocabulary |
|---|

- Authority
- Branches
- Constitution
- Democracy
- Elected Representatives
- Government
- Laws
- Rights
- Responsibilities
- Rules

| District/School Tasks | District/School Primary and Supplementary Resources |
|---|---|
| • See Formative/Summative Assessments | **District-Mandated Resources**<br><br>• Grade 3 (Social Studies)Teacher Curriculum Institute (TCI) (Our Community and Beyond)<br><br>**Assessment Resources:** |

**Other Resources:**

- *Read House Mouse, Senate Mouse* (Barnes)
- *Foundations of Democracy: Authority and Responsibility*
- The Powers of Government
- Branches of the U.S. Government
- The Rights & Responsibilities of a U.S. Citizen **(Diversity, Equity and Inclusion/SEL)**
- The Fight for Fair Voting **(Amistad/Diversity, Equity and Inclusion)**
- Caring Makes a Difference **(Holocaust/SEL)**
- Martin Luther King Jr.'s Impact **(Amistad)**
- Federal Departments of the United States-ReadWorks

| Instructional Best Practices and Exemplars |
|---|
| **See Appendix A for Instructional Best Practices and Exemplars** |

| Pacing Guide |
|---|
| **<post link here>** |

# Unit 5: Economic Decision-Making

| Overview |
|---|
| During Unit 5, students will be introduced to economic decision-making. Students will learn about needs and wants, goods and services, and how to make responsible economic decisions. |

| Essential Questions | Enduring Understandings |
|---|---|
| - Can the needs and wants of individuals and communities be satisfied?<br>- How are producers and consumers around the world interconnected and interdependent?<br>- How can people and communities make responsible economic decisions? | - People make choices because they cannot have everything they want.<br>- People's choices about what goods and services to buy and consume determine how resources will be used.<br>- Whenever a choice is made, something is given up because resources are limited. |

| | |
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| | ● People have to make choices between wants and needs and evaluate the outcomes of those choices. |

## Unit 5: Economic Decision-Making

### Content Standards

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.

6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.

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.

### Core Ideas

Economic decision making involves setting goals and identifying the resources available to achieve those goals.

An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.

## Unit 5: Economic Decision-Making

| Content Standards |
| --- |
| The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production. |
| The government uses a variety of tools to pay for goods and services it provides to individuals and communities. |
| Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation. |

## Student Learning Objectives

Students will…
- Explain scarcity and opportunity cost.
- Describe what makes prices go up and down.
- Explain how natural resources, labor, and tools are used to meet needs and wants.
- Explain how producers and consumers around the world are interconnected and interdependent.
- Identify ways people can make responsible economic decisions.
- Explain choices between wants and needs and evaluate the outcomes of those choices.

| Integrated Accommodations and Modifications | | |
| --- | --- | --- |
| **Special Education Students** | **English Language Learners** | **At Risk** |
| <ul><li>Utilize modifications & accommodations delineated in the student's IEP</li><li>Provide additional manipulatives to support instruction</li><li>Allow for alternative strategies to solve algorithms or tasks</li><li>Provide the steps needed to complete the task</li><li>Model frequently</li><li>Provide repetition and practice.</li></ul> | WIDA Can Do Descriptors<br>  https://wida.wisc.edu/teach/can-do/descriptors<br><ul><li>Modify Assignments</li><li>Use testing and portfolio assessment</li><li>Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li><li>Repeat, rephrase, paraphrase key concepts and directions</li></ul> | <ul><li>Pair visual prompts with verbal presentations</li><li>Ask students to restate information, directions, and assignments.</li><li>Provide repetition and and practice</li><li>Model skills / techniques to be mastered.</li><li>Provide extended time to complete class work</li><li>Provide copy of class notes</li><li>Provide preferential seating to be mutually determined by the student and teacher</li></ul> |

| | | |
|---|---|---|
| • Use visuals to demonstrate/model the processes<br>• Restate, reread, and clarify directions/questions<br>• Ask students to restate information, directions, and assignments.<br>• Provide copy of class notes<br>• Distribute study guide for classroom tests.<br>• Provide preferential seating to be mutually determined by the student and teacher<br>• Provide extra textbooks for home.<br>• Provide regular parent/ school communication<br>• Allow extended time to complete assignment<br>• Establish procedures for accommodations / modifications for assessments<br>• Allow student to take/complete tests in an alternate setting as needed<br><br><br>Appendix A: Special Education Accommodations and Modifications | • Allow for extended time for assignment completion as needed<br>• Highlight key vocabulary<br>• Define essential vocabulary in context<br>• Use graphic organizers, visuals, manipulatives and other concrete materials<br>• Use gestures, facial expressions and body language<br>• Read aloud<br>• Build on what students already know and prior experience | • Allow the use of a computer to complete assignments.<br>• Establish expectations for correct spelling on assignments<br>• Provide extra textbooks for home.<br>• Provide Peer Support<br>• Increase one on one time |

| **Gifted and Talented Students** | **504 Plan** |
|---|---|
| • Utilize advanced, accelerated, or compacted content<br>• Provide assignments that emphasize higher- level thinking skills.<br>• Allow for individual student interest<br>• Gear assignments to development in areas of affect, creativity, cognition, and research skills<br>• Allow for a variety in types of resources<br>• Provide problem-based assignments with planned scope and sequence<br>• Utilize inquiry-based instruction<br>• Adjust the pace of lessons<br>• Utilize Choice Boards<br>• Provide Problem-Based Learning<br>• Establish flexible Grouping | • Pair visual prompts with verbal presentations<br>• Ask students to restate information, directions, and assignments.<br>• Provide repetition and and practice<br>• Model skills / techniques to be mastered.<br>• Provide extended time to complete class work<br>• Provide copy of class notes<br>• Break long assignments into smaller parts<br>• Assist student in setting short term goals<br>• Allow for preferential seating to be mutually determined by the student and teacher<br>• Provide extra textbooks for home.<br>• Model and reinforce organizational systems (i.e. color-coding)<br>• Write out homework assignments, check student's recording of assignments |

| **Interdisciplinary Connections** | **Computer Science and Design Thinking** |
|---|---|
| **ELA Standards** | **Computer Science and Design Thinking Practices**<br><br>1. ☐ Fostering an Inclusive Computing and Design Culture |

- RI.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.3.6. Distinguish their own point of view from that of the author of a text.

- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

- SL.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.

2. ☐ Collaborating Around Computing and Design

3. ☐ Recognizing and Defining Computational Problems

4. ☐ Developing and Using Abstractions

5. ☐ Creating Computational Artifacts

6. ☐ Testing and Refining Computational Artifacts

7. ☐ Communicating About Computing and Design

**Computer Science and Design Thinking Standards**
- 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

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**Career Readiness, Life Literacies and Key Skills**

**Career Readiness, Life Literacies and Key Skills Practices**
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

**Career Readiness, Life Literacies and Key Skills Standards**
**9.1 Personal Financial Literacy**

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

**9.2 Career Awareness, Exploration, Preparation, and Training**
- 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.

**9.4 Life Literacies and Key Skills**
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 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 (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 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).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

| Climate Change |
| --- |
| Addressed in Units 1 and 2 |

| SEL Competencies |
| --- |

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

**https://www.nj.gov/education/safety/wellness/selearning/index.shtml**

| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
| --- | --- |

*Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.*

- Use a cause and effect chart to demonstrate the effect of a scarcity of a specific product, service, resource, tool, or labor.
- Students examine goods/products at home that are from other countries. Have students create a list of those items and that name of the country.
- Each student creates an ABC book, or a picture dictionary about the economy and how the economy works.

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:
- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)
- Pre-Assessment, teacher's observation, class discussion, and journal

*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

**Summative Assessment:**
- Solve a Community Problem: Each student selects an economic or environmental problem and creates a pamphlet that explains why it is a problem, what will happen if the problem is not solved, what are some possible solutions, select or create a solution, and explain how others will be informed about the problem and the solutions.

**Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

**Targeted Academic Vocabulary**

- Consumers
- Demand
- Good
- Interdependent
- Natural Resources
- Opportunity cost
- Producers
- Productivity
- Service
- Scarcity
- Supply

| District/School Tasks | District/School Primary and Supplementary Resources |
|---|---|
| • See Formative/Summative Assessments | **District-Mandated Resources** |

|  | • Grade 3 (Social Studies)Teacher Curriculum Institute (TCI) (Our Community and Beyond)<br><br>**Assessment Resources:**<br><br><br>**Other Resources:**<br>• *Uncle Jed's Barbershop* (Mitchell)<br>• *Night of the Twister* (Ruchman)<br>• Supply, Demand and Scarcity<br>• Edible Economics<br>• Buying Local **(Diversity, Equity and Inclusion)** |
|---|---|

| **Instructional Best Practices and Exemplars** |
|---|
| **See Appendix A for Instructional Best Practices and Exemplars** |

| **Pacing Guide** |
|---|
| **<post link here>** |

Appendix A: **Instructional Best Practices and Exemplars**

## Appendix A: Instructional Best Practices and Exemplars:  Unit 1

## Appendix A: Instructional Best Practices and Exemplars: Unit 2

## Appendix A: Instructional Best Practices and Exemplars:  Unit 3

## Appendix A: Instructional Best Practices and Exemplars:  Unit 4

# Appendix B:

# Exemplars and Explanations

**Appendix B: Instructional Exemplars and Explanations:  Unit 1**

**Appendix B: Instructional Exemplars and Explanations: Unit 2**

**Appendix B: Instructional Exemplars and Explanations:  Unit 3**

**Appendix B: Instructional Exemplars and Explanations:  Unit 4**

# Appendix C:

# &lt;subject&gt; Classroom Philosophy, Schedule, Structure, and Expectations