Grade 3 Social Studies Curricular Framework

UNIT 1: Democracy & Citizenship

Focus Standards:
6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community
(e.g., bike helmet, recycling).
6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.4 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.
6.1.4.B.8 Compare ways people choose to use and distribute natural resources.
6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

Unit Pacing: September-November

Overview: This unit focuses on helping students understand the following:
- The creation and purpose of rules and laws at different levels of government
- Rights according to our Constitution and The Bill of Rights (voting, expression, religion, etc.)
- How the United States government is organized
- Civic responsibilities at the community, state, national, and global levels
- Using different types of maps to compare and contrast information
- Resources and how they are distributed
- How geographical location impacts climate, weather, and availability of resources
- Democratic principles influence the roles of citizens in our society

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- Basic democratic ideas such as: liberty, justice, equality, rights, responsibility are equally important today
- The fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS	ASSESSMENTS
NJSLSA.R1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **NJSLSA.R2** - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **NJSLSA.R5** - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. **NJSLSA.R7** - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **NJSLSA.R10** - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. **W.3.1A** - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **W.3.1B** - Provide reasons that support the opinion.	- SW pick a law (provided by teachers and thoroughly discussed/researched previously) and write an opinion essay on why that law is important (with reasons and examples) - SW write a fictional narrative on what would happen if a certain law was no longer a law - Teacher observations - Journals - Class discussions - Group Projects

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NJSLSA.R1
- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

21st Century Skills: Career Ready Practice Standards:
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership, and effective management.
CRP11: Use technology to enhance productivity.

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CRP12: Work productively in teams while using cultural global competence.	

ENDURING UNDERSTANDINGS

- Individuals belong to many groups.
- A neighborhood is a place where families live and work to meet needs.
- Rules and laws are created by community, state, and federals to promote the common good.
- Americans have various legal rights.
- Being a good citizen is important.
- Weather, climate and availability of resources can be different depending on where you live.

RESOURCES	TECHNOLOGY INTEGRATION

RESOURCES

Horizons: People and Communities: Harcourt School Publishers, 2005.

- *The Tuttle Twins Learn About the Law* by Connor Boyack
- *We the Kids: The Preamble to the Constitution of the United States* by David Catrow (read aloud)
- *A More Perfect Union: The Story of Our Constitution* by Betsy Maestro (read aloud)
- *Grace for President* by Kelly DiPucchio
- *The Bill of Rights: Protecting Our Freedom Then and Now* by Syl Sobel (read aloud)

Primary Sources

- Constitution
- Bill of Rights
- Declaration of Independence
- Law Library

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

TECHNOLOGY INTEGRATION

- *http://www.timeforkids.com/*
- *http://www.brainpopjr.com/socialstudies/*
- *http://www.discoveryeducation.com/*
- *http://www.google.com/earth/*

STANDARDS
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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The Amistad Commission's Literacy Components for Primary Grades

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)

Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance

KEY VOCABULARY

Key vocabulary may include but are not limited to:
Constitution, The Bill of Rights, voting, government, laws , democracy, citizenship

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
● WIDA Can Do Descriptors for Grades 2-3* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks	● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.	● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities

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● Small group/One to one ● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback	**Potential Accommodations for Special Education** **Presentation accommodations**: ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues **Response accommodations**: ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker ● Use a word processor to give responses in class **Setting accommodations**: ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting **Timing accommodations**: ● Take more time to complete a task or a test ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task **Assignment modifications**: ● Complete fewer or different homework problems than peers ● Shorten assignment ● Answer fewer or different test questions ● Create alternate projects or assignments	**Students with 504 Plans** Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
At Risk Learners / Differentiation Strategies		

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Alternative Assessments	Independent Research & Projects	Jigsaw
Choice Boards	Multiple Intelligence Options	Think-Tac-Toe
Games and Tournaments	Project-Based Learning	Cubing Activities
Group Investigations	Varied Supplemental Activities	Exploration by Interest
Guided Reading	Varied Journal Prompts or RAFT Writing	Flexible Grouping
Learning Contracts	Tiered Activities/Assignments	Goal-Setting with Students
Leveled Rubrics	Tiered Products	Homework Options
Literature Circles	Graphic Organizers	Open-Ended Activities
Multiple Texts	Choice of Books/Activities	Use of Reading Buddies
Personal Agendas	Mini-Workshops to Reteach or Extend	Varied Product Choices
	Think-Pair-Share by readiness or interest	Stations/Centers
	Use of Collaboration of Various Activities	Work Alone/Together

STANDARDS
6.1.4.A Civics, Government, and Human Rights

Content Statements	Indicators
- Rules and laws are developed to protect people's rights and the security and welfare of society. - The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. - American constitutional government is based on principles of limited government, shared authority, fairness, and equality. - There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns. - The United States democratic system requires active participation of its citizens.	6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government. 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their

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	civic responsibilities at the community, state, national, and global levels.

6.1.4.B. Geography, People, and the Environment	
Content Statements	**Indicators**
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth - Places are jointly characterized by their physical and human properties. - Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.	6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful. 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude 6.1.4.B.4 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. 6.1.4.B.8 Compare ways people choose to use and distribute natural resources.

6.1.4.D History, Culture, and Perspectives	
Content Statements	**Indicators**
Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.5 Determine the significance of New Jersey's role in the American Revolution.

WHAT IT LOOKS LIKE IN THE CLASSROOM
- Design a classroom contract for behavior to demonstrate an understanding of rules by initiating and following classroom routines. (from "We Belong to Many Groups" on Oncourse)   - Differentiate between rules and laws, finding similarities and differences. (from "We Belong to Many Groups" on Oncourse)   - Small groups research a law and present its positives/negatives to the class, different groups will be assigned different laws on a national, state, and community level

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UNIT 2: My Community: Wall Township

Focus Standards:

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.

6.1.4.A.3 Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.

6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.

6.1.4. D.14 Trace how the American identity evolved over time.

6.1.4. D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

Unit Pacing: November-January

Overview: This unit focuses on helping students understand the following:
- How rules and laws protect the rights of people as well as promote the common good
- Fundamental rights aid in the improvement of American democracy
- Fairness, equality, and the common good and how they influence new laws
- The importance of civic responsibilities and the rights of individuals
- How stereotyping and prejudice can lead to conflict
- How the American identity has evolved

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS	ASSESSMENTS
NJSLSA.R1 - Read closely to determine what the text says explicitly and to make	- Teacher observations - Journals

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logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10
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21st Century Skills: Career Ready Practice Standards:
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CRP2: Apply appropriate academic and technical skills.
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CRP5: Consider the environmental, social and economic impacts of decisions.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

- Class discussions
- Group Projects
- Assessment 6.1.4.A.1, 6.1.4.A.11

ENDURING UNDERSTANDINGS

- Why we need rules and laws
- The rights of Americans and how we chose leaders, vote, etc. (What is Democracy?)
- Fairness, equality, and how they help and influence lawmakers develop new laws

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- Stereotyping and prejudice- What is it and why it's important not to judge others based on how they look, what they believe, or where they are from

RESOURCES	TECHNOLOGY INTEGRATION
Horizons: People and Communities: Harcourt School Publishers, 2005. - *Terrible Things: An Allegory of the Holocaust* by Eve Bunting - *Pride: The Story of Harvey Milk and the Rainbow Flag* by Rob Sanders - *Ivy Aberdeen's Letter to the World* by Ashley Herring Blake - *Hello, Universe* by Erin Entrada Kelly - *Alma and How She Got Her Name* by Juana Martinez-Neal - *My Hair is a Garden* by Cozbi A. Cabrera - *A Different Pond* by Bao Phi **Primary Sources** - Constitution - Bill of Rights - Law Library - Township of Wall website The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways: **The Amistad Commission's Literacy Components for Primary Grades** The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying: **Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)** **Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance**	- *http://www.timeforkids.com/* - *http://www.brainpopjr.com/socialstudies/* - *http://www.discoveryeducation.com/* - *http://www.google.com/earth/* **STANDARDS** **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

KEY VOCABULARY

Grade 3 Social Studies Curricular Framework

Key vocabulary may include but are not limited to: ***community, local government, laws, rules, rights, democracy***

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
● WIDA Can Do Descriptors for Grades 2-3* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback	● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner. **Potential Accommodations for Special Education** **Presentation accommodations**: ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues	● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

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Response accommodations:
- Give responses in a form (oral or written) that's easier for him/her
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to give responses in class

Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

Timing accommodations:
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Assignment modifications:
- Complete fewer or different homework problems than peers
- Shorten assignment
- Answer fewer or different test questions
- Create alternate projects or assignments

At Risk Learners / Differentiation Strategies

Alternative Assessments	Independent Research & Projects	Jigsaw
Choice Boards	Multiple Intelligence Options	Think-Tac-Toe
Games and Tournaments	Project-Based Learning	Cubing Activities
Group Investigations	Varied Supplemental Activities	Exploration by Interest
Guided Reading	Varied Journal Prompts or RAFT Writing	Flexible Grouping
Learning Contracts	Tiered Activities/Assignments	Goal-Setting with Students
Leveled Rubrics	Tiered Products	Homework Options
Literature Circles	Graphic Organizers	Open-Ended Activities
Multiple Texts	Choice of Books/Activities	Use of Reading Buddies
Personal Agendas	Mini-Workshops to Reteach or Extend	Varied Product Choices
	Think-Pair-Share by readiness or interest	Stations/Centers
	Use of Collaboration of Various Activities	Work Alone/Together

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STANDARDS

6.1.4.A Civics, Government, and Human Rights

Content Statements	Indicators
• Rules and laws are developed to protect people's rights and the security and welfare of society. • The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. • American constitutional government is based on principles of limited government, shared authority, fairness, and equality. • The United States democratic system requires active participation of its citizens.	• 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. • 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. • 6.1.4.A.3 Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government. • 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.D History, Culture, and Perspectives

Content Statements	Indicators
• Personal, family, and community history is a source of information for individuals about the people and places around them. • American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.	• 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes. • 6.1.4.D.14 Trace how the American identity evolved over time. • 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. Historical symbols

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- Prejudice and discrimination can be obstacles to understanding other cultures.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.

and the ideas and events they represent play a role in understanding and evaluating our history.
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individuals.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

WHAT IT LOOKS LIKE IN THE CLASSROOM

- Begin defining the word stereotype and make a class list of stereotypes for "boys and girls" or "men and women". Discuss how they stereotypes are often not always true. Open up the discussion to other cultures and races.
- Introductory Holocaust lesson https://www.scholastic.com/teachers/lesson-plans/teaching-content/introduction-study-holocaust/
- Rights & Freedom Activity- SW rank a number of rights in order of importance, individually at first then as a whole group. Read *Terrible Things* by Eve Bunting aloud to the class. Discuss how the rights of Jewish people were taken away during the Holocaust. http://remember.org/educate/lessonplan
- After reading *Terrible Things*, discuss upstanders/bystanders. Discuss different situations and how students could react as an upstander or a bystander. SW complete response questions and then write about how they can be an upstander. SW share responses with their peers.https://www.teacherspayteachers.com/Product/Terrible-Things-Mentor-Text-Lesson-Upstander-vs-Bystander-kindnessnation-2960662

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UNIT 3: Communities Change

Focus Standards:

6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.C.4 Describe how supply and demand influence price and output of products.

6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

6.1.4.C.8 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.

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6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.

Unit Pacing: January-March

Overview: This unit focuses on helping students understand the following:
- The importance of diverse cultures coming together to solve problems
- How to use physical and political maps to determine how cultural differences and similarities can be impacted by location
- The community is defined both by where it is located geographically and the people who live there
- Advances in science and technology to environmental concerns, and to actions taken to address them
- Supply and demand
- Production, distribution, and consumption of goods and services
- How the development of different transportation systems impacts economies
- The role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS	ASSESSMENTS
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NJSLSA.R7
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

21st Century Skills: Career Ready Practice Standards:
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership, and effective management.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

ENDURING UNDERSTANDINGS

- We can solve problems if people of all different backgrounds come together.
- Location can determine or influence different behaviors.
- Where I live influences how I live.
- New technology impacts the environment.
- What is supply and demand?
- How are good and services made, given out, and used?
- The ways people get from one place to another has changed over time.

RESOURCES	TECHNOLOGY INTEGRATION
Horizons: People and Communities: Harcourt School Publishers, 2005. - Needs and Wants video from BrainPop	- http://www.timeforkids.com/ - http://www.brainpopjr.com/socialstudies/ - http://www.discoveryeducation.com/

Grade 3 Social Studies Curricular Framework

- Wants vs. Needs lesson from tolerance.org
- Needs vs. Wants lesson from healthyplanetus.org

Primary Sources
- Political Map
- Physical Map

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

The Amistad Commission's Literacy Components for Primary Grades

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)

Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance

- *http://www.google.com/earth/*

STANDARDS
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

KEY VOCABULARY

Key vocabulary may include but are not limited to:
diversity, cultural differences & similarities, problem solving

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners

Grade 3 Social Studies Curricular Framework

- WIDA Can Do Descriptors for Grades 2-3*
- WIDA Essential Actions Handbook
- FABRIC Paradigm
- Wall Township ESL Grading Protocol

*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).

Potential Accommodations for ELLs

- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

- New Jersey Tiered System of Supports
- National Center on Universal Design for Learning - About UDL
- UDL Checklist
- UDL Key Terms

Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.

Potential Accommodations for Special Education

Presentation accommodations:
- Listen to audio recordings instead of reading text
- Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge
- Work with fewer items per page and/or materials in a larger print size
- Use a visual blocker
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions/picture cues

Response accommodations:
- Give responses in a form (oral or written) that's easier for him/her
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to give responses in class

Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions

- Knowledge and Skill Standards in Gifted Education for All Teachers
- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms

Potential Accommodations for Advanced Learners

- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

Grade 3 Social Studies Curricular Framework

	- Sit where he/she learns best (for example, near the teacher) - Take a test in small group setting **Timing accommodations**: - Take more time to complete a task or a test - Have extra time to process oral information and directions - Take frequent breaks, such as after completing a task **Assignment modifications**: - Complete fewer or different homework problems than peers - Shorten assignment - Answer fewer or different test questions - Create alternate projects or assignments	

At Risk Learners / Differentiation Strategies

Alternative Assessments	Independent Research & Projects	Jigsaw
Choice Boards	Multiple Intelligence Options	Think-Tac-Toe
Games and Tournaments	Project-Based Learning	Cubing Activities
Group Investigations	Varied Supplemental Activities	Exploration by Interest
Guided Reading	Varied Journal Prompts or RAFT Writing	Flexible Grouping
Learning Contracts	Tiered Activities/Assignments	Goal-Setting with Students
Leveled Rubrics	Tiered Products	Homework Options
Literature Circles	Graphic Organizers	Open-Ended Activities
Multiple Texts	Choice of Books/Activities	Use of Reading Buddies
Personal Agendas	Mini-Workshops to Reteach or Extend	Varied Product Choices
	Think-Pair-Share by readiness or interest	Stations/Centers
	Use of Collaboration of Various Activities	Work Alone/Together

STANDARDS

6.1.4.A Civics, Government, and Human Rights

Content Statements	Indicators

Grade 3 Social Studies Curricular Framework

● In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.	● 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.4.B Geography, People, and the Environment

Content Statements	Indicators
● Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. ● The physical environment can both accommodate and be endangered by human activities ● Advancements in science and technology can have unintended consequences that impact individuals and/or societies.	● 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. ● 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States. ● 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.

6.1.4.C Economics, Innovation, and Technology

Content Statements	Indicators
● People make decisions based on their needs, wants, and the availability of resources. ● Economics is a driving force for the occurrence of various events and phenomena in societies. ● Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. ● Availability of resources affects economic outcomes. ● Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.	● 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nation ● 6.1.4.C.4 Describe how supply and demand influence price and output of products. ● 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system. ● 6.1.4.C.8 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. ● Compare and contrast how the availability of resources affects people across the world differently. ● 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Grade 3 Social Studies Curricular Framework

	● 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age

WHAT IT LOOKS LIKE IN THE CLASSROOM
● Compare urban, suburban, and rural communities. ● Supply and demand sort (introductory activity) ● Create a classroom economy

UNIT 4: Communities & Their Cultures
Focus Standards: 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. 6.1.4.A.12 Explain the process of creating change at the local, state, or national level.

Grade 3 Social Studies Curricular Framework

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine how the information may be useful.

6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.

6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.

6.1.4. D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Pacing: April-June

Overview: This unit focuses on helping students understand the following:
- Why it is important to understand the perspectives of other cultures
- The contributions of African Americans in building our country
- Civil rights leaders and how they influenced change, not only during their lifetimes but also with future generations
- The process of creating change at different government levels
- Promoting human rights in individuals and nations in need
- Information on different types of maps and how it can be useful

Grade 3 Social Studies Curricular Framework

- How human interaction impacts the environment in NJ and the US
- Major cities in New Jersey, as well as in the United States, and the world, and how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- How the availability of private and public goods and services is influenced by the global market and government
- Immigration (voluntary and involuntary)
- How local and state communities have changed over time

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS	ASSESSMENTS
NJSLSA.R1 ● Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **NJSLSA.R2** ● Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **NJSLSA.R5** ● Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. **NJSLSA.R7** ● Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **NJSLSA.R10** ● Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. **21st Century Skills: Career Ready Practice Standards:** **CRP1:** Act as a responsible and contributing citizen and employee.	● Quiz on maps and map information ● Quiz on Civil Rights leaders ● Teacher observations ● Journals ● Class discussions ● Group Projects

Grade 3 Social Studies Curricular Framework

CRP2: Apply appropriate academic and technical skills. **CRP4:** Communicate clearly and effectively and with reason. **CRP5:** Consider the environmental, social and economic impacts of decisions. **CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them. **CRP11:** Use technology to enhance productivity. **CRP12:** Work productively in teams while using cultural global competence.	

ENDURING UNDERSTANDINGS

- Researching and understanding different cultures
- Civil Rights leaders-Who are they and what did they do?
- Human rights are important for all people
- Humans impact the environment
- The reasons people immigrated, or moved, to the United States
- How have communities changed over time?

RESOURCES	TECHNOLOGY INTEGRATION
Horizons: People and Communities: Harcourt School Publishers, 2005. ● *Dancing in the Wings* by Debbie Allen ● *Shante Keys and the New Year's Peas* by Gail Piernas Davenport ● *The Color Of Us* by Karen Katz ● *I Love My Hair* by Natasha Anastasia Tarpley ● *Through My Eyes* by Ruby Bridges ● *Pink and Say* by Patricia Polacco ● *D is for Drinking Gourd: An African American Alphabet* (read aloud) by Nancy I. Sanders ● *Amistad Mutiny: Fighting for Freedom* by Barbara A. Somervill ● *Freedom Riders: John Lewis and Jim Zwerg on the Front Lines of the Civil Rights Movement* by Ann Bausum ● *Amazing Grace* by Mary Hoffman ● *Boundless Grace* by Mary Hoffman ● *Princess Grace* by Mary Hoffman ● *Grace at Christmas* by Mary Hoffman	● http://www.timeforkids.com/ ● http://www.brainpopjr.com/socialstudies/ ● http://www.discoveryeducation.com/ ● http://www.google.com/earth/ **STANDARDS** **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Grade 3 Social Studies Curricular Framework

- *The Name Jar* by Yangsook Choi
- *Less Than Half, More Than Whole* by Kathleen Lacapa
- *Real Sisters Pretend* by Megan Dowd Lambert
- *I Love Saturdays y domingos* by Alma Flor Ada
- *In Our Mothers' House* by Patricia Polacco
- *Dumpling Soup* by Jama Kim Rattigan

Primary Sources
- "I Have a Dream" Video
- "I Have a Dream" Speech

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KEY VOCABULARY

Key vocabulary may include but are not limited to:
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GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

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- UDL Key Terms

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- Gifted Programming Glossary of Terms

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Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

Grade 3 Social Studies Curricular Framework

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At Risk Learners / Differentiation Strategies

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Choice Boards	Multiple Intelligence Options	Think-Tac-Toe
Games and Tournaments	Project-Based Learning	Cubing Activities
Group Investigations	Varied Supplemental Activities	Exploration by Interest
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Learning Contracts	Tiered Activities/Assignments	Goal-Setting with Students
Leveled Rubrics	Tiered Products	Homework Options
Literature Circles	Graphic Organizers	Open-Ended Activities
Multiple Texts	Choice of Books/Activities	Use of Reading Buddies
Personal Agendas	Mini-Workshops to Reteach or Extend	Varied Product Choices
	Think-Pair-Share by readiness or interest	Stations/Centers
	Use of Collaboration of Various Activities	Work Alone/Together

STANDARDS

6.1.4.A Civics, Government, and Human Rights

Content Statements	Indicators

Grade 3 Social Studies Curricular Framework

- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. - The United States democratic system requires active participation of its citizens. - The world is comprised of nations that are similar to and different from the United States. - In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.	6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. 6.1.4.A.12 Explain the process of creating change at the local, state, or national level. 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. 6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

6.1.4.B Geography, People, and the Environment

Content Statements	Indicators
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth - The physical environment can both accommodate and be endangered by human activities. - Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful. 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States 6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

6.1.4.C Economics, Innovation, and Technology

Content Statements	Indicators

Grade 3 Social Studies Curricular Framework

• Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. • Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.	• 6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government. • 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. • 6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

6.1.4.STRAND D. History, Culture, and Perspectives

Content Statements	Indicators
• Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. • Personal, family, and community history is a source of information for individuals about the people and places around them. • Cultures struggle to maintain traditions in a changing society • Prejudice and discrimination can be obstacles to understanding other cultures. • Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. • People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.	• 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. • 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today. • 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes. • 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. • 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. • 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

WHAT IT LOOKS LIKE IN THE CLASSROOM
• Ruby Bridges Character Study- Read *Through My Eyes* by Ruby Bridges (depending on grade level it can be read as a class or individually). Determine character traits that Ruby exhibits (compassion, perseverance, courage, responsibility, etc.). Discuss how student can exhibit that character trait in their own lives. Write a response with examples. https://www.teacherspayteachers.com/Product/FREE-Ruby-Bridges-Character-Traits-Activity-1570573

Grade 3 Social Studies Curricular Framework

- Define cultural identity:recognize literature, art, music, dance, architecture, and religion as expressions of culture.
- Compare and contrast cultural holidays, language, dress, and food.
- Explain significance of national holidays and landmarks
- Identify reasons why people move to new places and within a country.
- Compare and contrast cultures and diversity in communities.
- Describe immigrants' arrival and living conditions in the United States.