



Lindenwold Public School

Course Name: English Language Arts/Social Studies	Grade Level(s): 3rd Grade
BOE Adoption: October 2025	Revision(s): 10/6/2025

Course Description

This cross-curricular course combines English Language Arts and Social Studies to provide students with a rich, connected learning experience. The curriculum is designed to build strong background knowledge in key social studies concepts while developing essential literacy skills. Students will explore topics in history, civics, geography, and economics through engaging texts, discussions, and hands-on activities that foster critical thinking and meaningful connections across subjects.

Writing is embedded throughout the lessons, allowing students to respond to content, develop arguments, and share their ideas using evidence and academic vocabulary. In addition to comprehension and writing instruction, the curriculum includes a focused phonics and phonemic awareness component to support foundational reading skills. This instruction is guided by a structured phonics program, Benchmark Phonics, and phonemic awareness program, Heggerty, both detailed in a separate document.

Vocabulary development is a core part of each unit, helping students grow their language skills and better understand complex concepts. By integrating reading, writing, listening, speaking, and content knowledge, this curriculum supports a well-rounded approach to literacy and social understanding, preparing students to think deeply and communicate effectively.

Table of Contents

**Board of Education, Central Administration, and Curriculum Writing
Team.....Pg. 2**

**District Mission
Statement.....Pg. 2**

**Curriculum and Instruction
Goals.....Pg. 3**

**Terms to Know.....Pg. 4 -
5**

**New Jersey Student Learning Standards
(NJSLs).....Pg. 5**

**Interdisciplinary Connections.....Pg.
6**

**State of New Jersey Mandates.....Pg. 6 -
7**

- **History and Contributions of Individuals with Disabilities and LGBT Persons - 18A:35-4.35**
- **Diversity, Equity, and Inclusion - N.J.S.A. 18A:35-4.36a**
- **Contributions, History, and Heritage of Asian-American and Pacific Islander Legislation (AAPI) - P.L. 2021, c.416**
- **History and Contributions of African-Americans (Amistad Law) - N.J.S.A. 18A:35-4.43**
- **Holocaust Law: N.J.S.A. 18A:35-28**

Grading Guidelines.....Pg. 7

Board Of Education Members	LPS Central Administration	Curriculum Writing Team
Mrs. Cathy Moncrief Lindenwold Board of Education President Mr. Kevin McGahey Lindenwold Board of Education Vice President Pam Bragg Jo-Ann Engels Alethia Gibbs-Smith Marsha Hershman Daniel O'Rourke Cortney Richardson Lauren Roldan	Dr. Kristin P. O'Neil Superintendent Mrs. Kathleen Huder Business Administrator Mrs. Kathryn Agresta Director of Curriculum (Elementary) Dr. Marc Mancinelli Director of Curriculum (Secondary) Mrs. Adrienne McManis Director of Special Services Ms. Leana Sykes Director of Pupil Personnel Services Mrs. Amber Callow Community and Inclusion Coordinator	Kathryn Agresta Jennifer Keeton Mary Jean Strong Katie Gozzo Bonney Bonjen Alexis Diering Teacher Revision 2026

Lindenwold School District Mission Statement:

The Lindenwold School Community is committed to preparing all students to meet the New Jersey Student Learning Standards and providing a safe, academically challenging, child-centered environment where all students will solve problems, develop a sense of self-worth, and embrace life-long learning whereby they become productive citizens and members of their community.

Curriculum and Instruction:

Lindenwold School District offers a rich, challenging, and comprehensive curriculum, from pre-kindergarten through 12th grade. The curriculum is designed to provide students with many learning experiences that will enable them to succeed and attain fulfillment. The curriculum of Lindenwold School District is reviewed and revised on a regular basis. The cycle includes 5 stages: Review, Development, Implementation, and Evaluation.

To ensure the district continues to work towards its mission, the following curriculum and instruction goals direct our conversation:

- To ensure students are college, career, and/or military ready upon graduation.
- To provide career pathway opportunities to students.
- To vertically and horizontally align curriculum K-12 to ensure the successful transition of students at each grade level.
- To identify individual students strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable NJSLs.
- To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and benchmarking.

How to read this document:

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as to how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know:

1. **Accommodation(s)**: Accommodations are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Common Assessment**: When an assessment is used by many teachers rather than each teacher making their own assessment to measure student success. For example, all grade 6 ELA teachers may use the same summative assessment to measure student success on standards as opposed to each teacher making their own exam to measure those same standards.
3. **Differentiated Instruction**: Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them to make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. Teachers can differentiate content, process, product, or environment. Differentiated instruction can be done according to students' readiness, interest, or learning profile.
4. **Enduring Understandings**: Enduring understandings ("Big Ideas") are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted alongside essential questions within each unit in this document.
5. **Essential Questions**: These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
6. **Formative Assessment(s)**: Formative assessments monitor student learning to provide ongoing feedback that can be used by instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
7. **Learning Activity(s)**: Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate to ensure active engagement in the learning process.
8. **Learning Assignment(s)**: Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
9. **Learning Goal(s)**: Learning goals are broad statements that note what students should know and/or be able to do as they progress through the unit. Learning goals correlate specifically to the NJSLs (New Jersey Student Learning Standards) are noted within each unit.
10. **Learning Objective(s)**: Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
11. **Standards**: NJ Department of Education explains, "Building on a robust body of research, the New Jersey Student Learning Standards (NJSLs) provide clear and consistent learning goals across nine distinct content areas to help prepare students for postsecondary success. The standards clearly demonstrate what students are expected to learn at specific grade levels and

bands, so that every parent and teacher can understand and support student learning.” The curriculum is designed around these standards for each grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for students' learning.

- State: The New Jersey Student Learning Standards (NJSLS) include Preschool Teacher and Learning Standards as well as K-12 Standards for Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Language; Technology; 21st-Century Life and Careers; Language Arts Literacy; and Mathematics.

12. Summative Assessment(s): Summative Assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from the summative assessment can be used formatively when students or faculty use it to guide their efforts and activities in subsequent lessons and/or courses.

13. Vocabulary:

- Tier I:** Everyday vocabulary terms. Examples: house, car, big, happy
- Tier II:** Terms with multiple meanings across content areas. Examples: analyze, cite, observe, evaluate, harmony
- Tier III:** Domain-specific terms with specific meanings. Example: metaphor, atom, photosynthesis

New Jersey Student Learning Standards (NJSLS)

The New Jersey Student Learning Standards (NJSLS) provide clear and consistent learning goals across nine distinct content areas to help prepare students for postsecondary success. The standards clearly demonstrate what students are expected to learn at specific grade levels and bands, so that every parent and teacher can understand and support student learning. For a full overview of all nine content areas, click [HERE](#).

Integration of Financial Literacy

New Jersey's Technology Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- Strand A: Income and Careers
- Strand B: Money Management
- Strand C: Credit and Debt Management
- Strand D: Planning, Saving, and Investing
- Strand E: Becoming a Critical Consumer
- Strand F: Civic Financial Responsibility 28
- Strand G: Insuring and Protecting

Interdisciplinary Standards/Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.

21st Century Skills: Career Readiness, Life Literacies, and Key Skills:

These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Computer Science & Design Thinking:

New approaches necessary for solving the critical challenges that we face as a society will require harnessing the power of technology and computing. Rapidly changing technologies and the proliferation of digital information have permeated and radically transformed learning, working, and everyday life. To be well-educated, global-minded individuals in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. As education systems adapt to a vision of students who are not just computer users but also computationally literate creators who are proficient in the concepts and practices of computers.

Climate Change

With the adoption of the [2020 New Jersey Learning Standards \(NJSLS\)](#), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. Please click [HERE](#) for additional information regarding Climate Change.

State of New Jersey Mandates

History and Contributions of Individuals with Disabilities and LGBT Persons - 18A:35-4.35

In each curricular area, the district has adopted inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

- This standard is addressed via read alouds, class discussions and dialogue of inclusiveness, character growth and development, story mapping and plot, increasing representation of diverse characters, and real world connections.

Diversity, Equity, and Inclusion - N.J.S.A. 18A:35-4.36a

Instruction on the contributions of a diverse population of people, that may include, LGBTQ+, Asian American & Pacific Islanders, persons with disabilities, to the growth of science knowledge and practices over the years is discussed throughout the curriculum and are included in lessons and the variety of resources used.

Contributions, History, and Heritage of Asian-American and Pacific Islander Legislation (AAPI) - P.L. 2021, c.416

In each curricular area, the district will adopt inclusive instructional materials that portray the contributions of members of the Asian American and Pacific Islander communities . This will include books about and created by Asian American and Pacific Islanders.

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

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

History and Contributions of African-Americans (Amistad Law) - N.J.S.A. 18A:35-4.43

Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Lindenwold Elementary Grading Guidelines

Elementary - Standards-Based Report Cards

Unit #1: Our Environment	Pacing (Weeks): 5 weeks
---------------------------------	--------------------------------

Unit Description:

ELA:In this engaging literacy unit, students will strengthen their ability to read with purpose, fluency, and comprehension while learning how to think like detectives as they explore stories and informational texts. With a focus on developing questioning strategies, students will learn to ask and answer "who, what, when, where, why" questions using both the words and illustrations in a text. They will explain how events in a story are connected and use text features, such as diagrams or pictures, to support their thinking.

In addition, students will build vocabulary knowledge by acquiring and using new words—both general academic terms and subject-specific language—in reading, writing, and discussion. Fluency practice will support oral reading accuracy and expression, while speaking and listening activities will help students explore ideas together using evidence from texts.

Throughout the unit, students will demonstrate their growth by actively engaging in whole-group reading, small group discussions, and responding to texts both verbally and in writing.

Social Studies: In this rich and engaging social studies unit, third graders will explore how geography, natural resources, and human actions shape the way people live, work, and move across regions. Students will investigate the connections between physical land features, climate, and culture while using maps, digital tools, and visual data to deepen their understanding of local, national, and global communities.

The unit focuses on how regions form and change over time based on both natural forces and human choices. Students will discover how people adapt to their environments, use natural resources to support communities, and make decisions that lead to migration, innovation, and cultural celebrations.

By examining how individuals can make a difference and how places evolve, students will gain a greater appreciation for the relationship between people and their environments. They will also use tools like physical maps, population maps, and online resources to analyze similarities and differences between regions.

Essential Questions	Enduring Understandings
Social Studies: How do we interact with our planet?	- People shape and are shaped by the places they live. - The geography, climate, and natural resources of a region influence how communities grow, how people live and work, and why they move. - Individuals can make a difference in their communities, and understanding how people interact with their environment helps us recognize the connections between places, cultures,

ELA: • What strategies can I use to make sense of tricky or unfamiliar words? (<i>L.RF.3.4</i>) • How does using complete sentences with specific phrases and words help others understand my ideas? (<i>L.KL.3.1.A</i>) • How do I ask and answer questions to understand a story or nonfiction text better? (<i>RL. CR.3.1 & RI.CR.3.1</i>) • How does the author use cause/effect to connect parts of a text and support specific points? (<i>RI.AA.3.7</i>)	and the challenges people face. • Good readers read smoothly, with expression, and correct themselves when something doesn't make sense. • Learning academic and topic-specific words helps me become a better reader, writer, and thinker. • Asking and answering questions helps me understand what I read and stay curious about learning. • Events in a story or text are connected, and understanding those connections helps me explain what happens and why.
--	---

NJSL Standards	Learning Targets
LRF.3.4.A	• I can read grade-level text with purpose and understanding. • I can read grade-level text orally with accuracy, appropriate rate, and expression. • I can use context to confirm or self-correct word recognition and understanding.
L.KL.3.1.A	• I can acquire and use grade-appropriate conversational words. • I can acquire and accurately use grade-appropriate, general academic words. • I can acquire and use domain-specific words and phrases.
RL.CR.3.1	• I can ask and answer questions to show that I understand what I read. • I can make connections between what I read and what I know or have experienced. • I can find and explain evidence from the text to support my answers. • I can ask and answer questions to show what I understand about an informational text.

	resources. <i>6.1.5.GeoPP.6</i> - I can explain why people from different times and places had different reasons for moving. <i>6.1.5.GeoSV.1</i> - I can choose the right kind of map to help me find information or answer a question. <i>6.1.5.GeoSV.3</i> - I can use maps, globes, and digital tools to find places around the world. - I can use a map to figure out how far one place is from another. <i>6.1.5.GeoSV.4</i> - I can use maps, pictures, and other tools to describe what a place looks like. - I can compare places in New Jersey, the United States, and the world to see how they are the same and different. <i>6.1.5.GeoHE.3</i> - I can describe what natural disasters are, like floods, hurricanes, and wildfires. - I can explain how natural disasters can change where people live and how they rebuild. <i>6.1.5.EconNE.2</i> - I can name natural resources like water, trees, and minerals. - I can explain how people use natural resources to live, work, and start businesses.
--	--

Instructional Strategies	Instructional Resources
Whole Group - Collaborative Reading - Think-Pair-Share - Turn and Talk - Active Classroom - Three-Minute Pause - Reciprocal Teaching - Draw a Map - KWL Chart - Think-Pair-Share	- Teacher’s Manual - Primary and Secondary Sources - Skills Handbook - Geography Skills Handbook - SSH1-SSH9 - Discussion Lesson T28 - LEAR Lessons - Developing Literacy Classrooms Ask and Answer Questions - Questions about Social Studies Text in Teacher’s Manual Selected questions worksheet - Trade Books (more ideas on page 1b) The Great Kopak Tree by Lynne Cherry

○ Round Robin Brainstorming ○ Word Webs ● Rap about It ● Blooket, Kahoot! Small Group ● Direct Instruction Additional Strategies/Center Time Project-based learning/Culminating Task	○ Weslandia by Paul Fleischman ○ City Green by DyAnne DiSalvo-Ryan ■ City Green Collaborative Reading ○ The Lorax By Dr. Seuss ○ Minnie Freeman's Blizzard (3rd Grade F&P Guided Reading book) ● Cause & Effect Practice from Book ● Restating Practice ● RACER practice ● Vocabulary Cards ● Collaborative Reading assignment ● Exit Tickets
--	--

Tier II Vocabulary	Tier III Vocabulary
area, region, weather, climate, affect, structure, conserve, recycle, consume, essential, adapt, modify, method, enable	Continent, landform, mine, adobe, weather, climate, elevation, vegetation, ecosystem, agricultural region, industrial region, renewable resource, nonrenewable, resource, conserve, erosion, recycle, adapt, modify, irrigate

Supplemental Resources	Intervention Resources
Freckle Scholastic Knowledge Libraries Bookflix PebbleGo Pear Deck NewsELA EDPuzzle	STAR Testing - Nearpod Lessons Renaissance CBM Lalilo Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Lesson Check Exit Tickets Reading Check Collaborative Reading assignment	At the end of each unit: • Social Studies chapter assessment • Unit ELA assessment	Projects Portfolios Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
• Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content	• Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge.	• Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge.	• Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Sentence starters • Student choice for project or approach to assignment • Use video to demonstrate	• Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

• Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge.			understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies	
---	--	--	--	--

Related State Mandates

☒ Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. ☐ LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. ☐ Other:	☐ Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. ☐ Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions. ☐ Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..
--	--

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and

Description). Sample connections can be found [HERE](#).

- ☒ **Climate Change**
- ☒ **Other Interdisciplinary Connections:**
 - ☒ **ELA:**
 - ☐ **Math:**
 - ☒ **Social Studies:**
 - ☐ **Science:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
 - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☒ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**
 - ☐ **Creativity and Innovation**
 - ☐ **Critical Thinking and Problem Solving**
 - ☐ **Digital Citizenship**
 - ☒ **Global and Cultural Awareness**
 - ☐ **Information and Media Literacy**
 - ☐ **Technology Literacy**

Effective Integration of Technology: [Computer Science and Design Thinking](#)

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**

- ☑ **1.2 Media Arts**
 - ☑ **Creating - Conceive, Develop, and/or Construct**
 - ☑ **Performing - Integrate, Practice, and/or Present**
 - ☑ **Responding - Perceive, Evaluate, and/or Interpret**
 - ☑ **Connecting - Synthesize and/or Relate**

Unit #2: Economics

Pacing (Weeks): 5 weeks

Unit Description:

ELA:

In this unit, students will explore the exciting world of economics through both fiction and nonfiction texts. As readers, they will build fluency, deepen comprehension, and expand their vocabulary while learning how people make choices, earn money, spend, save, and trade. Through engaging stories and informational texts, students will analyze how characters solve problems, compare points of view, and understand real-world economic concepts like needs, wants, goods, and services.

Students will also strengthen their speaking and listening skills through collaborative discussions, while practicing grammar and language conventions in context. This unit encourages students to connect reading to their everyday lives and community by thinking like consumers, producers, and responsible citizens.

By the end of the unit, students will be able to describe key ideas in a text, explain character motivations, use precise vocabulary to discuss economics, and speak clearly about their ideas in group settings—all while becoming more confident and thoughtful readers and thinkers.

Social Studies:

In this unit, students will dive into the essential question: *How do people, communities, and countries make economic decisions?* Through hands-on activities, discussions, and real-world examples, students will explore the basic principles of economics—including how people earn,

spend, and save money; how goods and services are produced; and how resources are shared across communities and the world.

Students will learn how individual choices impact the economy, how entrepreneurs and businesses help meet people's needs, and how governments make decisions that affect economic growth and fairness. They will also investigate how trade works, how supply and demand influence prices, and how geography and natural resources affect what people produce and consume.

Throughout the unit, students will build civic awareness by examining how economic decisions affect their communities and how they can participate responsibly as future decision-makers. This unit encourages critical thinking, problem-solving, and meaningful connections to students' everyday lives.

Essential Questions	Enduring Understandings
ELA: • How does reading with accuracy, expression, and pace help me understand what I read? • What strategies can I use to become a more fluent reader? • Why is it important to use verbs correctly in writing and speaking? • How do I know when to use regular or irregular verbs? • How can I figure out the meaning of unknown words? • What clues does the author give to help me understand new vocabulary? • What is the author trying to teach me through this story? • How do the characters, setting, and events help reveal the theme?	ELA: • Fluent reading helps me understand and enjoy texts more deeply. • I can improve my fluency through practice and by using strategies like rereading and chunking text. • Using correct verb tenses helps others clearly understand my message. • Regular and irregular verbs follow different patterns that can be learned and applied. • I can use clues in the text, like definitions, examples, or word parts, to figure out what unfamiliar words mean. • Building vocabulary helps me become a stronger reader and writer. • Stories often have lessons or messages that help readers understand life or human behavior.

• What is the main idea of this text? • How do the details support the main idea? • How can I show I am listening carefully to a speaker? • Why is it important to ask and answer questions during a discussion? Social Studies: • How do people get what they want and need?	• By analyzing how characters respond to challenges, I can uncover the theme of a story. • The main idea tells what a text is mostly about, and the supporting details give important information that explains it. • Identifying the main idea helps me better understand and remember what I read. • Active listening and thoughtful questioning help me understand others and contribute to meaningful conversations. • Asking and answering questions helps clarify ideas and deepen understanding. Social Studies: • People must make economic choices about how to get what they need and want because resources are limited. • People use natural resources, human resources, and capital resources, to produce goods and services. • People work jobs to earn money and trade, buy, and sell goods and services to meet their wants and needs. • People go to school and learn knowledge and skills to increase their human capital.
--	---

NJSL Standards	Learning Objectives
L.RF.3.4.A-C	• I can read third-grade stories and books with understanding. • I can read smoothly and with expression to help me understand what I read. • I can use strategies like rereading or sounding out to fix mistakes when I read.
L.KL.3.1 B	• I can use the correct verb tense when I write and speak.

L.VL.3.2: A	● I can figure out the meaning of a word by using clues in the sentence or paragraph.
RL.CI.3.2	● I can retell a story in the right order using key details. ● I can explain what a character learns in the story. ● I can find the message or lesson the author wants me to learn. ● I can use story details to help me explain the central message. ● I can talk about how the beginning, middle, and end help me understand the story better.
RI.CI.3.2	● I can figure out what the text is mostly about (main idea). ● I can find and describe important facts that support the main idea. ● I can explain how the key details help me understand the main idea better. ● I can use text features (like headings or bold words) to help find the main idea. ● I can tell the difference between the main idea and extra details.
SL.II.3.2	● I can ask and answer questions about what a speaker says to show I understand.
Social Studies	
6.1.5.EconET.2	● I can explain how a decision can help or hurt me or my community after looking at the costs and benefits.
6.1.5.EconET.3	● I can describe how individuals, communities, and nations make decisions when resources are limited.
6.1.5.EconEM.1	● I can explain why people and businesses specialize in making certain goods or providing certain services.
6.1.5.EconEM.2	● I can 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.5	I can describe how trade works and the important role it plays in connecting people and communities
6.1.5.EconNE.5	I can describe how buying and selling goods helps countries work together.
6.1.5.EconNE.6	I can describe what an entrepreneur is and what they do in a business.
6.1.5.EconNE.7	I can describe the roles of households, businesses, workers, and the government in an economy.
6.1.5.EconGE.2	I can describe how the environment affects what people do and what they make.
6.1.5.EconGE.3	I can describe how trade connects countries and makes them depend on one another economically.
6.1.5.EconGE.4	I can give examples of how geography and natural resources influence what people buy and sell.

Instructional Strategies	Instructional Resources
Whole Group - Collaborative Reading - Think-Pair-Share - Turn and Talk - Active Classroom - Three-Minute Pause - Reciprocal Teaching - Draw a Map - KWL Chart - Think-Pair-Share - Round Robin Brainstorming - Word Webs - Rap about It - Blooket, Kahoot!	- Teacher's Manual - Primary and Secondary Sources - Skills Handbook - Geography Skills Handbook - SSH1-SSH9 - Discussion Lesson T28 - LEAR Lessons - Developing Literacy Classrooms Ask and Answer Questions - Trade Books (more ideas on page 1b) Uncle Jed's Barbershop By Margaree King Mitchell - Sam and The Lucky Money By Karen Chinn Those Shoes By Maribeth Boelts - The Lemonade War By Jaqueline Davis - A Chair For My Mother By Vera Williams Vocabulary Cards Printed Questions Collaborative Reading assignment

Small Group • Direct Instruction Additional Strategies/Center Time Project-based learning/Culminating Task	• Exit Tickets
---	--

Tier II Vocabulary	Tier III Vocabulary
Goods, services, consumer, local, producer, import, export, sufficient, technology, trade off, cost, opportunity cost, benefit, need, want, invest, human capital, occupation	Rely, purchase, human resource, capital resource, adjust, responsible, option, prepare, fund

Supplemental Resources	Intervention Resources
Freckle Scholastic Knowledge Libraries Bookflix PebbleGo Pear Deck NewsELA EDPuzzle	STAR Testing - Nearpod Lessons Renaissance CBM Lalilo Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
• Lesson Check • Exit Tickets • Reading Check • Collaborative Reading assignment	At the end of each unit: • Social Studies chapter assessment • Unit ELA assessment	• Projects • Portfolios • Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented
--

Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
● Allow oral responses ● Allow verbalization before writing ● Use audio materials when necessary ● Modify homework assignments ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking Content ● Use mnemonic devices ● Untimed and/or extended test taking time ● Shorten assignments to focus on mastery concept ● Utilize preferential seating ● Provide additional options to	● Read tests aloud ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Provide additional options to demonstrate knowledge.	● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Pre-teach vocabulary prior to reading complex text. ● Provide additional options to demonstrate knowledge.	● Tabletop Mini Lessons ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Provide notes and images ● Chunking Content ● Shorten assignments to focus on mastery concept ● Utilize preferential seating ● Sentence starters ● Student choice for project or approach to assignment ● Use video to demonstrate understanding of content. ● Provide additional options to demonstrate knowledge. ● SIOP model strategies	● Expanding time for free reading ● Additional student-driven opportunities ● Student choice for project or approach to assignment ● Inquiry-based instruction ● Provide additional options to demonstrate knowledge.

demonstrate knowledge.				
------------------------	--	--	--	--

Related State Mandates

- | | |
|---|---|
| <ul style="list-style-type: none"> ☐ Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>Rap a Tap Tap</i>) ☐ LGBT and Disabilities Law N.J.S.A. 18A:35-4.35
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. ☐ Other: | <ul style="list-style-type: none"> ☐ Amistad Law N.J.S.A. 18A:35-4.43
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. ☒ Asian Americans and Pacific Islanders P.L. 2021, c.416
Incorporate Asian American and Pacific Islander history and contributions. <ul style="list-style-type: none"> • SE/TE: C2 p. 78 Citizenship: Jerry Yang; • NJ Student Companion: NJ2 pp. 4-7 ☐ Holocaust Law N.J.S.A. 18A:35-28
Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness.. |
|---|---|

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ **Climate Change**
- ☒ **Other Interdisciplinary Connections:**
 - ☒ **ELA**
 - ☒ **Math**
 - ☒ **Social Studies**
 - ☒ **Science**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☒ **9.1 Personal Financial Literacy**
 - ☒ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☒ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**
 - ☒ **Creativity and Innovation**
 - ☒ **Critical Thinking and Problem Solving**
 - ☒ **Global and Cultural Awareness**
 - ☐ **Information and Media Literacy**
 - ☒ **Technology Literacy**

Effective Integration of Technology: [Computer Science and Design Thinking](#)

- ☒ **8.1 Computer Science**
- ☒ **8.2 Design Thinking**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ **1.2 Media Arts**
 - ☒ **Creating - Conceive, Develop, and/or Construct**
 - ☒ **Performing - Integrate, Practice, and/or Present**
 - ☒ **Responding - Perceive, Evaluate, and/or Interpret**
 - ☒ **Connecting - Synthesize and/or Relate**

Unit #3: Communities Build a Nation

Pacing (Weeks): 5 weeks

Unit Description:

ELA:

Throughout this literacy unit, students will focus on understanding characters deeply—how they think, feel, act, and change throughout a story. Using high-quality fictional texts that complement our Social Studies theme of community and nation-building, students will examine how character traits and motivations influence a story's events. They will also learn to use dialogue, illustrations, and context clues to strengthen their comprehension. Students will build their fluency, vocabulary, and discussion skills while analyzing how characters solve problems, grow from their experiences, and inspire others—just like real people in history.

Social Studies:

In this unit, students will explore how communities and leaders have shaped the United States over time. Using *myWorld Interactive* Chapter 3, *Communities Build a Nation*, students will learn about key historical events, responsible citizenship, cultural contributions, and how people have worked together to create change. Through engaging discussions, map work, and primary source analysis, students will understand how people make decisions, solve problems, and influence their communities—both in the past and today. This unit emphasizes civic responsibility, geography's role in settlement and development, and how individuals and groups contribute to a nation's identity.

Essential Questions

ELA:

- How can I be a respectful and active member of a group discussion?
- How do pictures, charts, and other visuals help me understand what I read?
- How do characters' thoughts, actions, and feelings help me understand the story?
- How are ideas and events connected in a nonfiction text?
- How does reading smoothly and with expression help me understand the text?

Enduring Understandings

ELA:

- Effective conversations happen when everyone takes turns, listens carefully, and follows shared rules.
- Readers use both words and visuals to gather information and make meaning from a text.
- Characters' traits and actions show who they are and help move the story forward.
- Informational texts are organized in ways that show how ideas, events, or steps are related.
- Fluent reading helps me focus on the meaning of the text.

• What should I do when my reading doesn't make sense? • Why is it important to use the correct plural form of nouns when I speak and write? • How can I figure out what a word means when I don't know it? Social Studies: • How does our past affect our present?	• Good readers notice when they don't understand and fix their mistakes to make meaning. • Using proper grammar helps others understand my speaking and writing clearly. • Good readers use the words and sentences around an unknown word to understand its meaning. Social Studies: • People came to America to find wealth, land, and resources. • American exploration and settlement caused change in the lives of people at this time. • The changes caused by American exploration and settlement affect our lives today.
---	--

NJSL Standards	Learning Objectives
• SL.PE.3.1: C • RI.AA.3.7 • RL.IT.3.3 • RL.IT.3.3 • L.RF.3.4: A-C • L.KL.3.1 B • L.VL.3.2: C	• I can take turns and listen to others when I talk in a group. • I can use pictures, charts, and words to help me understand what I read. • I can explain how ideas, events, or steps in a text are connected. • I can describe how a character acts, feels, and changes in a story. • I can explain why a character did something in a story. • I can read smoothly and understand what I'm reading. • I can read out loud with the right speed and expression. • I can fix mistakes when I read and try again to understand. • I can use the right form of a word when I'm talking about more than one thing. • I can use clues in the sentence to figure out what a new word means.

Social Studies:

- **6.1.5.CivicsPI.1**
- **6.1.5.CivicsDP.2**
- **6.1.5.CivicsDP.3**
- **6.1.5.CivicsPR.1**
- **6.1.5.CivicsCM.1**
- **6.1.5.CivicsCM.2**
- **6.1.5.GeoPP.5**
- **6.1.5.GeoSV.5**
- **6.1.5.GeoGI.1**
- **6.1.5.GeoGI.2**
- **6.1.5.GeoGI.3**
- **6.1.5.GeoGI.4**
- **6.1.5.HistoryCC.1**
- **6.1.5.HistoryCC.3**
- **6.1.5.HistoryCC.4**
- **6.1.5.HistoryCC.5**
- **6.1.5.HistoryCC.6**
- **6.1.5.HistoryCC.7**

- I can show respect, follow rules, and help my community.
- I can help solve problems by listening, sharing ideas, and being fair.
- I can work with others and vote to make group decisions.
- I can explain how rules and laws keep us safe and fair.
- I can tell what government leaders in my town do.
- I can help my community by sharing ideas, voting, or volunteering.
- I can explain how people build, farm, and change the land.
- I can use a map to find places, landforms, and directions.
- I can use a map to explain how where we live affects how we live.
- I can explain how storms and other natural events change places.
- I can tell how weather and landforms affect how people live and work.
- I can explain how people use nature and how it can help or hurt the Earth.
- I can make a timeline to show how things changed over time.
- I can compare life now to how people lived long ago.
- I can tell why people moved to new places and how it changed things.
- I can compare different events and how they changed people's lives.
- I can use letters, photos, or maps to understand history.
- I can explain how inventions changed the way people live.

• 6.1.5.HistoryCC.8 • 6.1.5.HistoryCC.10 • 6.1.5.HistoryCC.11 • 6.1.5.HistoryCC.12 • 6.1.5.HistoryCC.13 • 6.1.5.HistoryCC.14 • 6.1.5.HistoryCC.15 • 6.1.5.HistoryUP.1 • 6.1.5.HistoryUP.2 • 6.1.5.HistoryUP.4 • 6.1.5.HistorySE.1 • 6.1.5.HistoryCA.1 • 6.3.5.CivicsPD.2	• I can tell how people worked together to make the world more fair. • I can explain how what happened in the past affects us now. • I can describe how important events changed towns and cities. • I can tell how communities found solutions to big problems. • I can explain how holidays, monuments, and traditions help us remember history. • I can describe how leaders made decisions that helped or hurt people. • I can explain how people stood up against unfair treatment. • I can explain how people can see the same event in different ways. • I can describe how a person's culture shapes what they think and do. • I can understand why people tell different stories about the same history. • I can explain how one person's actions can make a big difference. • I can show how people work together to fix problems in their town. • I can work with others to make a plan that helps our community.
--	--

Instructional Strategies	Instructional Resources
Whole Group • Collaborative Reading • Think-Pair-Share • Turn and Talk • Active Classroom ○ Three-Minute Pause ○ Reciprocal Teaching ○ Draw a Map ○ KWL Chart ○ Think-Pair-Share	• Teacher's Manual • Primary and Secondary Sources - Skills Handbook • Geography Skills Handbook - SSH1-SSH9 • Discussion Lesson T28 • LEAR Lessons - Developing Literacy Classrooms • Ask and Answer Questions • Trade Books (more ideas on page 1b) ○ Rabbit's Snow Dance retold by Joseph and James Bruchac ■ Flip Book PDF

○ Round Robin Brainstorming ○ Word Webs ● Rap about It ● Blooket, Kahoot! Small Group ● Direct Instruction Additional Strategies/Center Time Project-based learning/Culminating Task	○ The Rough-Face Girl by Rafe Martin ○ The Keeping Quilt (3rd Grade F&P) ● Vocabulary Cards ● Printed Questions ● Collaborative Reading Assignment ● Exit Tickets
--	---

Tier II Vocabulary	Tier III Vocabulary
Custom, longhouse, confederacy, cooperate, reservation, government, tradition, explorer, route, legend, fort, colony, colonize, mission, citizen, expedition, territory, drought, debt, interpreter, Quaker, pilgrim, tax, protest, legislature, patriot, independence, revolution, constitution	Purpose, generation, motive, claim, defend, significant, undertake, influence, require, crucial, impose, background

Supplemental Resources	Intervention Resources
Freckle Scholastic Knowledge Libraries Bookflix PebbleGo Pear Deck NewsELA EDPuzzle	STAR Testing - Nearpod Lessons Renaissance CBM Lalilo Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
• Lesson Check • Exit Tickets • Reading Check • Collaborative Reading assignment	At the end of each unit: • Social Studies chapter assessment • Unit ELA assessment	• Projects • Portfolios • Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
• Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices	• Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge.	• Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge.	• Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Sentence starters • Student choice for project or approach to assignment • Use video to demonstrate understanding of content.	• Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

• Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge.			• Provide additional options to demonstrate knowledge. • SIOP model strategies	
---	--	--	---	--

Related State Mandates	
☒ Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>The Snowy Day, Wind Flyers</i>) ☐ LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. ☐ Other:	☐ Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. ☐ Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions. ☒ Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness. See Standards

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and

Description). Sample connections can be found [HERE](#).

- ☒ **Climate Change**
- ☒ **Other Interdisciplinary Connections:**
 - ☒ **ELA:**
 - ☐ **Math:**
 - ☒ **Social Studies**
 - ☒ **Science**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
 - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**
 - ☒ **Creativity and Innovation**
 - ☒ **Critical Thinking and Problem Solving**
 - ☐ **Global and Cultural Awareness**
 - ☐ **Information and Media Literacy**
 - ☐ **Technology Literacy**

Effective Integration of Technology: [Computer Science and Design Thinking](#)

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☑ **1.2 Media Arts**
 - ☑ **Creating - Conceive, Develop, and/or Construct**
 - ☑ **Performing - Integrate, Practice, and/or Present**
 - ☑ **Responding - Perceive, Evaluate, and/or Interpret**
 - ☑ **Connecting - Synthesize and/or Relate**

Unit #4: Government, Landmarks, and Symbols

Pacing (Weeks): 5 weeks

Unit Description:

ELA:

In this unit, students will explore how government landmarks and national symbols tell the story of our country's history, values, and identity. We will read a variety of informational texts, literary works, and multimedia resources to learn about places like the U.S. Capitol, the Statue of Liberty, the White House, and the Liberty Bell, as well as symbols like the American flag and bald eagle.

Students will strengthen their reading skills by learning to use text features, such as diagrams, maps, and captions, to gain important details from nonfiction texts (RI.AA.3.7, RI.TS.3.4). In literature, they will analyze how authors use words and phrases to express tone, mood, and meaning (RL.TS.3.4). They will practice reading fluently and with expression (L.RF.3.4 A-C) and expand their vocabulary by exploring synonyms, antonyms, and words connected to real-life experiences (L.KL.3.1 C, L.VI.3.3 A, L.VL.3.2 B).

Speaking and listening skills will be developed through group discussions, where students will share ideas, ask questions, and respond respectfully to their peers (SL.PE.3.1 D). By the end of the unit, students will understand how to read, listen, and speak effectively about the role these landmarks and symbols play in representing our country's story, and they will see the connection between our national symbols and what it means to be an American citizen.

Social Studies:

In this unit, students will take a closer look at the symbols, landmarks, and places that represent the United States and its government. They will learn about how these places and symbols came to be, what they represent, and how they connect to the rights, responsibilities, and freedoms we

have as citizens.

Students will study the three branches of government and explore where important decisions are made, such as in the U.S. Capitol and the White House (6.1.5.CivicsPI.1–6). They will learn about how citizens work together to make laws, solve problems, and protect the rights of others (6.1.5.CivicsCM.1–6, 6.1.5.CivicsPD.1–4). Students will also explore how symbols like the Statue of Liberty, the Liberty Bell, and the American flag inspire unity and pride (6.1.5.HistoryUP.2, 6.1.5.HistorySE.2).

Through historical examples, students will see how people have stood up for freedom and equality (6.1.5.CivicsHR.1, 6.1.5.HistoryUP.4–5), how government decisions affect communities and the economy (6.1.5.EconNM.1, 6.1.5.EconNM.5, 6.1.5.EconNM.7), and how our landmarks preserve the memory of important events and leaders (6.1.5.HistoryCC.15).

By the end of this unit, students will understand that landmarks and symbols are more than just buildings or images—they are powerful reminders of our nation’s history, values, and responsibilities as citizens.

Essential Questions	Enduring Understandings
ELA: • How can I clearly share my ideas, stories, or information with others? • What makes a presentation interesting and easy to understand? • How do pictures, charts, and diagrams help me understand what I read? • Why do authors use text features in nonfiction? • How are stories, plays, and poems organized? • Why is it important to know the parts of a story, play, or	ELA: • Speaking clearly and using good details helps others understand and enjoy what I say. • Good speakers organize their thoughts and speak at the right speed. • Nonfiction texts include helpful features that support understanding. • Text features like diagrams and maps give extra information that words alone may not explain. • Stories, poems, and plays are written in parts that help tell the story. • Knowing the structure helps readers talk and write about the text clearly.

poem?

- How can I find information quickly in a nonfiction text?
- Why do authors organize information in different ways?
- How does fluency help me become a better reader?
- What can I do if I make a mistake when reading?
- What are abstract nouns, and how do I use them in writing?
- How do words like "freedom" or "friendship" help me express ideas?
- How can I use the words around a tricky word to figure out what it means?
- Why is it important to use context clues when reading?
- What does the author really mean when they use certain phrases?
- How can I tell if a phrase is meant to be funny or serious?

Social Studies:

- Why do we have a government?

- Nonfiction texts use features like headings and indexes to help readers find information easily.
- Knowing how a text is organized helps readers locate what they need.
- Fluent readers read smoothly and with expression to better understand the text.
- Good readers use context to fix mistakes and reread if something doesn't make sense.
- Abstract nouns name ideas and feelings, not things we can see or touch.
- Using abstract nouns helps writers express deeper thoughts and emotions.
- Readers can figure out the meaning of new words by using clues from the sentence.
- Context clues are a smart strategy for understanding unfamiliar words.
- Words and phrases can have meanings beyond what they say.
- Understanding nonliteral language helps readers understand the author's meaning.

Social Studies:

- The United States Constitution provides the plan for the United States Government.
- The three branches of government were established to limit each branch's power and to protect the rights of citizens.

	- Local, state, and national governments make and enforce laws and provide services to meet the needs of citizens. - National symbols, landmarks, songs, and documents help unite citizens and uphold ideals.
--	--

NJSL Standards	Learning Objectives
ELA: - SL.PE.3.1: D - RI.AA.3.7 - RL.TS.3.4 - RI.TS.3.4 - L.RF.3.4: A-C	ELA: - I can tell a story or report with details so others understand me. - I can speak clearly and at the right speed when I share. - I can use pictures, charts, and other text features to help me understand nonfiction. - I can explain how text features help me learn more about the topic. - I can talk about the parts of a story, play, or poem using the right words like chapter or stanza. - I can explain how each part of the story or poem helps the story move forward. - I can use headings, a table of contents, or an index to find information in a nonfiction book. - I can use text features and tools to learn more about a topic. - I can read smoothly and with expression to understand what I read. - I can notice and fix mistakes when I read. - I can read at the right speed so others understand me.

● L.KL.3.1 C ● L.VI.3.3: A ● L.VL.3.2: B Social Studies: ● 6.1.5.CivicsPI.1 ● 6.1.5.CivicsPI.2 ● 6.1.5.CivicsPI.3 ● 6.1.5.CivicsPI.4 ● 6.1.5.CivicsPI.5 ● 6.1.5.CivicsPI.6 ● 6.1.5.CivicsPI.7 ● 6.1.5.CivicsPI.8 ● 6.1.5.CivicsPI.9 ● 6.1.5.CivicsPD.1	● I can use abstract nouns like “happiness,” “friendship,” or “freedom” in my writing. ● I can understand the difference between nouns I can see and nouns that name ideas. ● I can use the sentence to figure out what a word means. ● I can look at the words around a tricky word to help me understand it. ● I can figure out what words and phrases mean in a story or text. ● I can tell when the author is being serious or playful with words. Social Studies: ● I can explain why we need a government and what it does. ● I can describe how leaders are chosen in my town, state, and country. ● I can name the three branches of government and tell what each one does. ● I can explain how laws are made and why we have them. ● I can tell the difference between local, state, and national governments. ● I can describe the job of the president, governor, mayor, and other leaders. ● I can explain how people can make changes in their community by working together. ● I can tell how people’s ideas can help make laws and solve problems. ● I can explain how people in government listen to the public and make decisions. ● I can take part in class or group decisions and explain why my ideas matter.
---	---

• 6.1.5.CivicsPD.2 • 6.1.5.CivicsPD.4 • 6.1.5.CivicsDP.1 • 6.1.5.CivicsHR.1 • 6.1.5.CivicsCM.1 • 6.1.5.CivicsCM.2 • 6.1.5.CivicsCM.3 • 6.1.5.CivicsCM.4 • 6.1.5.CivicsCM.6 • 6.1.5.EconNM.1 • 6.1.5.EconNM.5 • 6.1.5.EconNM.7 • 6.1.5.HistoryCC.15 • 6.1.5.HistoryUP.2 • 6.1.5.HistoryUP.4 • 6.1.5.HistoryUP.5 • 6.1.5.HistorySE.2	• I can respectfully share my opinion and listen to others when we disagree. • I can work with others to solve problems in my classroom or community. • I can explain what freedom, equality, and justice mean in our country. • I can give examples of how people have worked to protect human rights. • I can explain how being a good citizen helps my school and community. • I can tell how citizens help solve problems in their communities. • I can give examples of ways people work together to make things better. • I can describe how people can volunteer and help others. • I can explain how to use facts and research to make smart choices in my community. • I can explain why people earn, spend, and save money. • I can tell how people decide what to buy based on their needs and wants. • I can describe how people and businesses trade and use money. • I can explain how different groups have helped shape the United States. • I can tell how people in the past thought or felt differently than we do now. • I can explain how people's choices in history affected others. • I can describe how people in the past worked for fairness and change. • I can describe how people's work and the economy have changed over time.
--	--

Instructional Strategies	Instructional Resources
Whole Group	• Teacher's Manual

• Collaborative Reading • Think-Pair-Share • Turn and Talk • Active Classroom ○ Three-Minute Pause ○ Reciprocal Teaching ○ Draw a Map ○ KWL Chart ○ Think-Pair-Share ○ Round Robin Brainstorming ○ Word Webs • Rap about It • Blooket, Kahoot! Small Group • Direct Instruction Additional Strategies/Center Time Project-based learning/Culminating Task	• Geography Skills Handbook - SSH1-SSH9 • Primary and Secondary Sources - Skills Handbook • Discussion Lesson T28 • LEAR Lessons - Developing Literacy Classrooms • Ask and Answer Questions • Trade Books (more ideas on page 1b) ○ Red White and Boom by Lee Wardlaw ○ House Mouse, Senate Mouse ○ Grace For President ○ So You Want to Be President? by Judith St. George ○ If I Ran for President by Catherine Stier • Vocabulary Cards • Printed Questions • Collaborative Reading • Exit Tickets
---	--

Tier II Vocabulary	Tier III Vocabulary
Federal, legislative, Congress, executive, judicial, representative, bill, veto, Cabinet, checks and balances, charter, mayor, council, governor, census, ideal, document, symbol, landmark	Consequence, violate, role, approve, organize, legal, value, original

Supplemental Resources	Intervention Resources
Freckle Scholastic Knowledge Libraries Bookflix PebbleGo Pear Deck NewsELA	STAR Testing - Nearpod Lessons Renaissance CBM Lalilo Explode the Code Visualization and Verbalization Reading Mastery

EDPuzzle	
----------	--

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
• Lesson Check • Exit Tickets • Reading Check • Collaborative Reading assignment	At the end of each unit: • Social Studies chapter assessment • Unit ELA assessment	• Projects • Portfolios • Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
• Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational	• Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge.	• Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge.	• Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating	• Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

“breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge.			• Sentence starters • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies	
--	--	--	--	--

Related State Mandates	
☒ Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada’s Violin</i>) ☐ LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. ☐ Other:	☐ Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. ☐ Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions. ☒ Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness. <i>See Standards</i>

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☒ **Climate Change:**
- ☒ **Other Interdisciplinary Connections:**
 - ☒ **ELA:**
 - ☐ **Math:**
 - ☒ **Social Studies**
 - ☒ **Science**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☒ **9.1 Personal Financial Literacy**
 - ☒ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☒ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**
 - ☒ **Creativity and Innovation**
 - ☒ **Critical Thinking and Problem Solving**
 - ☐ **Global and Cultural Awareness**
 - ☒ **Information and Media Literacy**
 - ☐ **Technology Literacy**

Effective Integration of Technology: [Computer Science and Design Thinking](#)

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

☒ **1.2 Media Arts**

- ☒ **Creating - Conceive, Develop, and/or Construct**
- ☒ **Performing - Integrate, Practice, and/or Present**
- ☒ **Responding - Perceive, Evaluate, and/or Interpret**
- ☒ **Connecting - Synthesize and/or Relate**

Unit #5: Citizenship and Civic Engagement

Pacing (Weeks): 5 weeks

Unit Description:

ELA:

In ELA, students will strengthen their listening and speaking skills by asking and answering questions during presentations, explaining ideas with clear details, and sharing their own perspectives. They will read stories and informational texts that show how people have worked to improve their communities, paying close attention to how illustrations and text features add meaning. Students will practice reading with fluency and expression, connect new vocabulary to real-life situations, and understand figurative language that brings civic ideas to life.

Social Studies:

In Social Studies, students will investigate the roles, rights, and responsibilities of citizens, the importance of laws, and how government decisions affect communities. They will examine historical examples of civic action, learn about the rights protected by our Constitution, and discover how people can participate in civic life—from voting and volunteering to using their voices for positive change. Students will also explore how collaboration, compromise, and shared decision-making help solve community challenges.

By the end of the unit, students will understand that citizenship is more than a legal status—it is a daily practice of respect, responsibility, and participation. They will see themselves as capable of contributing to their own communities now and in the future, using their knowledge, skills,

and voices to make a difference.

Essential Questions	Enduring Understandings
ELA: • How can I ask and answer questions to help me understand what someone is saying? • Why is it important to add details when I answer questions? • How do pictures help tell a story? • How can illustrations show mood, characters, or setting? • How do text features help me understand nonfiction? • How can I use words and pictures together to learn more? • How does reading fluently help me understand the text? • Why is it important to reread when something doesn't make sense? • How can words have more than one meaning? • How can I connect words to real-life situations?	ELA: • Asking and answering questions helps me understand information better. • Adding details shows that I listened carefully and understand the speaker's message. • Illustrations add meaning to the story by showing feelings, setting, or important details. Words and pictures work together to help the reader understand the story better. • Text features like maps, charts, photos, and captions give extra information to help me understand nonfiction. • Combining what I read in the words and see in the features gives me the full meaning. • Reading smoothly, at a good speed, and with expression helps me understand and enjoy a text.

Social Studies: • How can I participate?	• I can self-correct when something sounds wrong or doesn't make sense. • Words can be related, have shades of meaning, or be used in figurative ways. • Making connections between words and my life helps me understand and remember them. Social Studies: • Understand the reasons for rules and laws • Realize the importance of being a good citizen • Understand the contributions of people throughout history in securing American rights. • Understand what makes people heroes?
--	--

NJSL Standards	Learning Objectives
ELA: • SL.ES.3.3	ELA: • I can ask clear questions to help me understand what someone says. • I can answer questions with details to show I was listening. • I can share extra information to make my answers stronger.

• 6.1.5.CivicsDP.3 • 6.1.5.CivicsPR.2 • 6.1.5.CivicsPR.3 • 6.1.5.CivicsPR.4 • 6.1.5.CivicsHR.1 • 6.1.5.CivicsHR.2 • 6.1.5.CivicsHR.3 • 6.1.5.CivicsHR.4 • 6.1.5.CivicsCM.1 • 6.1.5.CivicsCM.2 • 6.1.5.CivicsCM.3 • 6.1.5.CivicsCM.6 • 6.1.5.HistoryCC.3 • 6.1.5.HistoryCC.7 • 6.1.5.HistoryCC.12 • 6.3.5.CivicsPD.2 • 6.3.5.GeoGI.1 • 6.3.5.EconET.1	• I can describe how the government gets its power from the people. • I can tell the difference between rules and laws and explain why we follow them. • I can explain what happens when someone breaks a law or rule. • I can describe how laws and policies are made and changed. • I can explain what human rights are and why they are important for everyone. • I can describe how people in history fought for their rights and the rights of others. • I can give examples of when people were treated unfairly and how they spoke out. • I can talk about how people protect each other's rights in different places around the world. • I can explain how being a good citizen helps make my community better. • I can give examples of how people work together to solve community problems. • I can describe how volunteering helps people and makes a difference. • I can use facts to make smart choices and share my opinions respectfully. • I can compare life in the past to life today and describe how things have changed. • I can explain how American symbols, holidays, and people help tell our nation's story. • I can describe how leaders in history made choices that helped shape our country. • I can work with others to solve a real problem in my school or community. • I can use maps, data, and tools to learn about and solve problems in my community. • I can explain how people make choices about spending and saving based on their needs
---	--

	and wants.
--	------------

Instructional Strategies	Instructional Resources
Whole Group • Collaborative Reading • Think-Pair-Share • Turn and Talk • Active Classroom ○ Three-Minute Pause ○ Reciprocal Teaching ○ Draw a Map ○ KWL Chart ○ Think-Pair-Share ○ Round Robin Brainstorming ○ Word Webs • Rap about It • Blooket, Kahoot! Small Group • Direct Instruction Additional Strategies/Center Time Project-based learning/Culminating Task	• Teacher’s Manual • Primary and Secondary Sources - Skills Handbook • Geography Skills Handbook - SSH1-SSH9 • Discussion Lesson T28 • LEAR Lessons - Developing Literacy Classrooms • Ask and Answer Questions • Trade Books (more ideas on page 1b) ○ What If Everybody Did That? by Ellen Javernick ○ Officer Buckle and Gloria by Peggy Rathmann ○ Martin’s Big Words by Doreen Rappaport ○ Brave Girl: Clara and the Shirtwaist Makers’ Strike of 1909 by Michelle Markel ○ Henry’s Freedom Box by Ellen Levine ○ The Youngest Marcher by Cynthia Levinson • Printed Questions

Tier II Vocabulary	Tier III Vocabulary
Obey, citizenship, responsibility, right, law, fine, public virtue, deed, role model, volunteer, civic, activist, cyberbullying, convention, suffrage, civil rights, segregate, delegate, hero, risk, civil war, slavery, abolitionist, settlement house, advocate	Promote, enforce, issue, aid, convince, aware, despite, secure

Supplemental Resources	Intervention Resources
Freckle Scholastic Knowledge Libraries Bookflix PebbleGo Pear Deck NewsELA EDPuzzle	STAR Testing - Nearpod Lessons Renaissance CBM Lalilo Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
• Lesson Check • Exit Tickets • Reading Check • Collaborative Reading assignment	At the end of each unit: • Social Studies chapter assessment • Unit ELA assessment	• Projects • Portfolios • Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
• Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud	• Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating	• Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating	• Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images	• Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction

• Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge.	• Provide additional options to demonstrate knowledge.	• Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge.	• Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Sentence starters • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies	• Provide additional options to demonstrate knowledge.
---	--	---	---	--

Related State Mandates

☒ **Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a**
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (*The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada’s Violin*)

☒ **Amistad Law N.J.S.A. 18A:35-4.43**
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country.
See Standards

☐ **Asian Americans and Pacific Islanders P.L. 2021, c.416**
Incorporate Asian American and Pacific Islander history and contributions.

- ☐ **LGBT and Disabilities Law N.J.S.A. 18A:35-4.35**
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

☐ Other:

- ☒ **Holocaust Law N.J.S.A. 18A:35-28**
Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..
See Standards

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☒ **Climate Change:**
☐ **Other Interdisciplinary Connections:**
☐ ELA
☐ Math
☒ Social Studies
☒ Science

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☒ **9.1 Personal Financial Literacy**
☒ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
☒ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**
☐ Creativity and Innovation
☒ Critical Thinking and Problem Solving
☐ Global and Cultural Awareness

- ☐ Information and Media Literacy
- ☐ Technology Literacy

Effective Integration of Technology: [Computer Science and Design Thinking](#)

- ☐ 8.1 Computer Science
- ☒ 8.2 Design Thinking

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ 1.2 Media Arts
 - ☒ Creating - Conceive, Develop, and/or Construct
 - ☒ Performing - Integrate, Practice, and/or Present
 - ☒ Responding - Perceive, Evaluate, and/or Interpret
 - ☒ Connecting - Synthesize and/or Relate

Unit #6: Our Growing Nation

Pacing (Weeks): 5 weeks

Unit Description:

ELA:

In this unit, students will read, listen, and speak to better understand how our nation's growth has been told through stories, speeches, and historical accounts. They will learn to actively listen by asking good questions and answering with details that show they were paying attention. As they read, students will compare their own ideas to those of characters, narrators, and authors, noticing how different perspectives shape the way events are understood.

Students will practice reading aloud with accuracy, the right speed, and expression so others can follow and enjoy the text. They will strengthen

their vocabulary skills by using context clues, breaking words into parts, and using dictionaries or glossaries to figure out meanings.

By the end of the unit, students will see that reading and listening closely helps them understand not only the facts, but also the viewpoints, hopes, and challenges of people living in different times of America's growth. They will be able to clearly share their own ideas while respecting the voices of others.

Social Studies:

In this unit, students will explore how the United States grew and changed over time—its land, its people, and its opportunities. They will learn about how communities work together to solve problems (6.1.5.CivicsCM.1, 6.1.5.CivicsCM.5), how geography influenced where people settled and how they traveled (6.1.5.GeoPP.6, 6.1.5.GeoHE.1–3, 6.1.5.GeoGI.1, 6.1.5.GeoGI.4), and how natural resources and trade helped shape the economy (6.1.5.EconNM.3–4, 6.1.5.EconGE.1).

Students will also study how important historical events, movements, and individuals—including those highlighted in the Amistad Law—shaped the nation's growth (6.1.5.HistoryCC.2, 6.1.5.HistoryCC.7, 6.1.5.HistoryCC.9, 6.1.5.HistoryUP.1). They will examine both the challenges and progress of this time, recognizing how different groups of people contributed to the nation's development and how civic participation continues to shape our communities (6.3.5.CivicsPD.2).

By the end of the unit, students will understand that America's growth was not just about adding land or people—it was about the ideas, work, and courage of many individuals and communities who helped shape the country we live in today.

Essential Questions	Enduring Understandings
ELA: • How can I tell when my ideas are different from the narrator's or a character's ideas? • Why is it important to understand different points of view in a story? • How can I tell when my opinion is different from the author's? • Why is it important to compare my ideas to the author's ideas?	ELA: • Characters and narrators may see events differently than I do. • Understanding different points of view helps me think about the story in new ways. • Authors have their own points of view that may be different from mine. • Comparing my ideas to the author's, helps me think critically

• How can I share my ideas clearly in a discussion? • How can I listen to others and build on their ideas? • How does reading fluently help me understand the text? • What can I do when something I read doesn't make sense? • How can words with similar meanings be just a little bit different? • Why is it important to know the small differences between related words? Social Studies: • How does life change throughout history?	about the text. • Good discussions happen when I listen, share, and connect ideas. • I can use what I already know and what I have read to join a conversation in a meaningful way. • Reading smoothly, with expression and the right speed, helps me understand the text. • Rereading and self-correcting makes my reading clearer and more accurate. • Words can have similar meanings but show different strengths, feelings, or levels of certainty. • Understanding shades of meaning helps me choose the right word when I speak or write. Social Studies: • Changes in transportation helped the United States grow. • Immigrants to the United States and American settlers changed where and how people lived. • Technological developments affect how people live. • New ideas and individuals can affect communities.
--	---

NJSL Standards	Learning Objectives
ELA: • SL.PE.3.1: A	ELA: • I can take turns speaking and listening in a group. • I can use what I know and what I have read to share ideas.

● RL.PP.3.5 ● RI.PP.3.5 ● L.RF.3.4: A-C ● L.VL.3.2: B ● L.VI.3.3: C	● I can connect my ideas to what others say. ● I can tell how my thoughts are different from the narrator's or a character's. ● I can explain how someone in the story sees things. ● I can compare my ideas to the character's or narrator's ideas. ● I can figure out what the author thinks about a topic. ● I can compare what I think to what the author thinks. ● I can explain how my opinion is the same as or different from the author's. ● I can take turns speaking and listening in a group. ● I can use what I know and what I have read to share ideas. ● I can connect my ideas to what others say. ● I can read with accuracy, the right speed, and expression. ● I can fix mistakes when something doesn't make sense. ● I can read so others can understand me. ● I can tell how words are alike and how they are different. ● I can explain the small differences in meaning between related words. ● I can choose the best word to show exactly what I mean.
---	--

Social Studies: • 6.1.5.CivicsCM.1 • 6.1.5.CivicsCM.5 • 6.1.5.GeoPP.6 • 6.1.5.GeoHE.1 • 6.1.5.GeoHE.2 • 6.1.5.GeoHE.3 • 6.1.5.GeoGI.1 • 6.1.5.GeoGI.4 • 6.1.5.EconNM.3 • 6.1.5.EconNM.4 • 6.1.5.EconGE.1 • 6.1.5.HistoryCC.2 • 6.1.5.HistoryCC.7 • 6.1.5.HistoryCC.9 • 6.1.5.HistoryUP.1 • 6.3.5.CivicsPD.2	Social Studies: • I can explain how people work together to solve problems in a community. • I can describe ways people can work together to make their community better. • I can identify how where people live affects the way they meet their needs. • I can explain how the environment affects how people live. • I can describe how people change the environment to meet their needs. • I can give examples of how human actions can help or harm the environment. • I can use maps and other tools to find and share information about places. • I can explain how maps can show changes to places over time. • I can describe how people use natural resources to make goods and provide services. • I can explain why people and communities trade goods and services. • I can describe how the choices people make can affect the environment and economy. • I can explain why people remember and honor important events from the past. • I can describe how communities change over time. • I can explain how people from the past have influenced our community today. • I can describe how people’s lives have changed in different periods of history. • I can work with others to plan and carry out a civic project that helps my community.
---	--

Instructional Strategies	Instructional Resources
Whole Group	• Teacher’s Manual

• Collaborative Reading • Think-Pair-Share • Turn and Talk • Active Classroom ○ Three-Minute Pause ○ Reciprocal Teaching ○ Draw a Map ○ KWL Chart ○ Think-Pair-Share ○ Round Robin Brainstorming ○ Word Webs • Rap about It • Blooket, Kahoot! Small Group • Direct Instruction Additional Strategies/Center Time Project-based learning/Culminating Task	• Primary and Secondary Sources - Skills Handbook • Geography Skills Handbook - SSH1-SSH9 • Discussion Lesson T28 • LEAR Lessons - Developing Literacy Classrooms • Ask and Answer Questions • Trade Books (more ideas on page 1b) ○ Going West by Jean Van Leeuwen ○ Dandelions by Eve Bunting ○ My Name is Yoon by Helen Recorvits ○ When Jessie Came Across the Sea by Amy Hest • Printed Questions
---	--

Tier II Vocabulary	Tier III Vocabulary
Canal, wagon train, transcontinental, toll, immigrant, frontier, homestead, gold rush, exclusion, communicate, invention, patent, telegraph, equal rights, assembly line, vaccine	Continue, design, material, financial, represent, introduce, provide, protect

Supplemental Resources	Intervention Resources
Freckle Scholastic Knowledge Libraries Bookflix PebbleGo Pear Deck NewsELA	STAR Testing - Nearpod Lessons Renaissance CBM Lalilo Explode the Code Visualization and Verbalization Reading Mastery

EDPuzzle	
----------	--

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
• Lesson Check • Exit Tickets • Reading Check • Collaborative Reading assignment	At the end of each unit: • Social Studies chapter assessment • Unit ELA assessment	• Projects • Portfolios • Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
• Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational	• Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge.	• Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge.	• Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating	• Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

“breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge.			• Sentence starters • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies	
--	--	--	--	--

Related State Mandates	
☒ Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada’s Violin</i>) ☒ LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. ☐ Other:	☒ Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. See Standards ☒ Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions. • C6 L2 pp. 242–243 Immigrants from Asia ☐ Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☒ **Climate Change:** *Follow the Moon Home*,
- ☒ **Other Interdisciplinary Connections:**
 - ☒ **ELA:**
 - ☐ **Math:**
 - ☒ **Social Studies**
 - ☒ **Science**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
 - ☒ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**
 - ☐ **Creativity and Innovation**
 - ☒ **Critical Thinking and Problem Solving**
 - ☐ **Global and Cultural Awareness**
 - ☐ **Information and Media Literacy**
 - ☐ **Technology Literacy**

Effective Integration of Technology: [Computer Science and Design Thinking](#)

- ☐ **8.1 Computer Science**
- ☒ **8.2 Design Thinking**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

☒ **1.2 Media Arts**

- ☒ **Creating - Conceive, Develop, and/or Construct**
- ☒ **Performing - Integrate, Practice, and/or Present**
- ☒ **Responding - Perceive, Evaluate, and/or Interpret**
- ☒ **Connecting - Synthesize and/or Relate**

Unit #7: Celebrating Our Communities

Pacing (Weeks): 5 weeks

Unit Description:

ELA:

In this unit, we will read stories, articles, and books that help us learn about different cultures and ways of life. We will explore how authors organize their ideas to help us understand their message. As we read, we'll look closely at how sentences and paragraphs connect — sometimes showing cause and effect, sometimes comparing ideas, and sometimes putting events in order.

We will also read more than one story by the same author to see how they use similar characters, settings, or themes in new ways. By comparing stories and informational texts, we'll discover how different authors can share the same topic in unique ways.

Along the way, we'll practice reading with accuracy, expression, and understanding. We'll use strategies like rereading and using context clues to help us when something doesn't make sense. By the end of this unit, we'll be able to see how an author's choices — in both fiction and nonfiction — help us better understand the cultures and people they write about.

Social Studies:

In this unit, we will learn about culture — the way of life shared by a group of people. Culture can include language, food, clothing, music, art, celebrations, and traditions. We'll explore how people from different backgrounds come together to form communities, whether in rural, suburban, or urban areas.

We will discover the many ways people share their culture with others, from festivals and holidays to art and music. We'll also learn how our

nation's diversity gives us a better understanding of one another and makes our communities stronger.

Through stories, maps, images, and discussions, we'll see that culture is all around us — and that learning about other cultures helps us appreciate our differences and find what we all have in common. By the end of this unit, we'll understand that sharing culture builds connections within our communities and around the world.

Essential Questions	Enduring Understandings
ELA: • How do authors organize ideas to help readers understand their message? • What connections can I make between sentences and paragraphs to understand a text? • How do text structures like cause and effect, comparison, or sequence support an author's point? • How can I find similarities and differences in stories by the same author? • How do authors use characters, settings, and plots in different ways across books? • How does comparing stories help me understand an author's style and message? • How can I compare and contrast information from two texts on the same topic? • Why might two authors present the same topic in different ways? • How do comparing texts help me understand a topic better? • How does reading fluently help me understand what I read?	ELA: • Authors organize information in specific ways to make their ideas clear. • Recognizing relationships such as cause/effect, comparison, and sequence helps readers understand the author's purpose and message. • Understanding how ideas connect helps readers comprehend and remember information. • Authors often revisit similar characters, settings, or themes across different works. • Comparing and contrasting stories helps readers notice patterns and unique details. • Understanding similarities and differences deepens comprehension and appreciation of literature. • Authors may include different key details even when writing about the same topic. • Comparing and contrasting texts helps readers see a fuller picture of the topic. • Noticing similarities and differences can reveal an author's perspective or focus.

● 6.1.5.HistoryCC.8 ● 6.1.5.HistoryUP.4 ● 6.1.5.HistoryUP.7 ● 6.3.5.CivicsPD.3	Native American peoples affected their cultures. ● I can make thoughtful guesses (inferences) to explain how Native American groups, including the Lenni Lenape, influence different parts of New Jersey today. ● I can compare and contrast different Native American groups in terms of gender roles, religion, values, cultural practices, and political systems. ● I can explain why it's important to understand how different cultures see the world in our interconnected (connected) world. ● I can explain how and why it is important for people from different cultures to work together to find solutions to challenges in our community and beyond.
---	--

Instructional Strategies	Instructional Resources
Whole Group ● Collaborative Reading ● Think-Pair-Share ● Turn and Talk ● Active Classroom ○ Three-Minute Pause ○ Reciprocal Teaching ○ Draw a Map ○ KWL Chart ○ Think-Pair-Share ○ Round Robin Brainstorming ○ Word Webs ● Rap about It ● Blooket, Kahoot! Small Group ● Direct Instruction Additional Strategies/Center Time Project-based learning/Culminating Task	● Teacher's Manual ● Geography Skills Handbook - SSH1-SSH9 ● Discussion Lesson T28 ● LEAR Lessons - Developing Literacy Classrooms ● Ask and Answer Questions ● Trade Books (more ideas on page 1b) ○ "Too Many Tamales" by Gary Soto ○ Freedom Soup by Tami Charles ○ The Patchwork Quilt by Valerie Flournoy ○ Light My Way Home - Shared Reading F&P ○ Renaissance Man - Shared Reading F&P ○ Baseball for Bedros - Shared Reading F&P ○ Juneteenth (Given by district) ○ Juneteenth For Maze (Given by District) ○ All Different Now (Given by District) ○ Night of The Twinkling Lights - Guided Reading F&P ○ Tiny and Beautiful - Guided Reading F&P ○ Grandma Nora - Guided Reading F&P ● Vocabulary Cards ● Printed Questions

Tier II Vocabulary	Tier III Vocabulary
Community, location, natural resource, mineral, diverse, culture, rural, urban, suburban, cultural region, recreation, arts, anthem, cultural heritage	Produce, participate, reside, obtain, construct, layer, assist, perform

Supplemental Resources	Intervention Resources
Freckle Scholastic Knowledge Libraries Bookflix PebbleGo Pear Deck NewsELA EDPuzzle	STAR Testing - Nearpod Lessons Renaissance CBM Lalilo Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
• Lesson Check • Exit Tickets • Reading Check • Collaborative Reading assignment	At the end of each unit: • Social Studies chapter assessment • Unit ELA assessment	• Projects • Portfolios • Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
• Allow oral responses	• Read tests aloud • Restate, reword, clarify directions • Use audio materials	• Restate, reword, clarify directions	• Tabletop Mini Lessons	• Expanding time for free reading

• Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge.	• Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge.	• Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge.	• Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Sentence starters • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies	• Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.
--	--	---	---	--

Related State Mandates

☒ **Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a**
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (*The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada's Violin*)

☒ **LGBT and Disabilities Law N.J.S.A. 18A:35-4.35**
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

☐ **Other:**

☒ **Amistad Law N.J.S.A. 18A:35-4.43**
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country.

[See Standards](#)

☒ **Asian Americans and Pacific Islanders P.L. 2021, c.416**
Incorporate Asian American and Pacific Islander history and contributions.

[C7 L6 pp. 304–305 Our Nation's Diversity](#)

☒ **Holocaust Law N.J.S.A. 18A:35-28**
Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness.

[See Standards](#)

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

☒ **Climate Change:**

☒ **Other Interdisciplinary Connections:**

☒ **ELA:**

☐ **Math:**

☒ **Social Studies**

☒ **Science**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

☐ **9.1 Personal Financial Literacy**

☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*

☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*

☐ **Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile***

☒ **9.2 Career Awareness and Planning**

☒ **9.4 Life Literacies and Key Skills**

☒ **Creativity and Innovation**

☒ **Critical Thinking and Problem Solving**

☒ **Global and Cultural Awareness**

☐ **Information and Media Literacy**

☐ **Technology Literacy**

Effective Integration of Technology: [Computer Science and Design Thinking](#)

☐ **8.1 Computer Science**

☒ **8.2 Design Thinking**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

☒ **1.2 Media Arts**

☒ **Creating - Conceive, Develop, and/or Construct**

☒ **Performing - Integrate, Practice, and/or Present**

☒ **Responding - Perceive, Evaluate, and/or Interpret**

☒ **Connecting - Synthesize and/or Relate**

