

Beach Haven School District

Social Studies Curriculum

Grade 3

Introduction

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, cultures of the past and present, the Holocaust, and the Amistad Movement. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

Revised on:	June 2022
Revised by:	AnnMarie Deakyne
Proposed Revision Date	Summer 2025

Recommended Pacing Guide	
U.S. Government/Citizenship	45 Days Ongoing
Cultural Perspectives	45 Days Ongoing
Economics and Me	45 Days Ongoing
U.S. Regions	45 Days Ongoing

Unit 1: U.S. Government/Citizenship	Duration: 45 Days Ongoing
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Suggested Accommodations
<p>English Language Learners:</p> <ul style="list-style-type: none"> ● Provide clear and specific directions ● Provide extended time ● Provide written directions with models and diagrams when possible ● Pre-teach vocabulary using visuals and gestures ● Build student background knowledge about the topic before and throughout the lesson <p>Special Education/Students with Disabilities:</p> <ul style="list-style-type: none"> ● Follow specific IEP accommodations and modifications ● Strategic grouping (Guided Reading, Strategy Groups) ● Pre-teach concepts ● Small group for assessments ● Check in's during group collaboration to help refocus ● Allow alternate assignments and assessments -- project-based, etc. <p>504 Plans:</p> <ul style="list-style-type: none"> ● Follow specific 504 accommodations and modifications ● Preferential Seating ● Extended time on tests and assignments ● Restate directions

Gifted and Talented:

- Differentiated assignments/projects/assessments
- Differentiate learning pace using curriculum acceleration
- Higher level texts
- Provide students with a choice board to expand on the topics learned in class
- Expose students to sophisticated and advanced vocabulary
- Provide students with interest-based extension activities

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Be flexible
- Provide students with materials and resources (such as newspapers, magazines, computers, and books) to take home to support the lesson and build home connections to the lesson
- Provide students with emotional/social support to help the student feel welcome and comfortable

Economically Disadvantaged:

- Be flexible with assignments
- Phone conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

Social Studies Practices

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

New Jersey Student Learning Standards

- [Grades 3-5](#)
- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers)
- 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels
- 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.
- 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.
- 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.
- 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.
- 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

Interdisciplinary Connections

[\(3rd grade ELA standards\)](#)

Reading

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Speaking and Listening

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Writing

- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Standards 8&9

Computer Science and Design Thinking

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
- 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
- 8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.

Career Readiness, Life Literacies, and Key Skills

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

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or

	beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
Formative Tasks: <ul style="list-style-type: none"> ● Exit cards ● Turn and Talk ● Student/teacher conferences ● Google Classroom Response ● Pre-assessment ● Teacher Observation ● Performance Assessments ● Daily Classwork 	Alternative Assessments: <ul style="list-style-type: none"> ● Exit tickets ● Anecdotal records ● Student responses and participation ● Modified Tests/Quizzes/Classwork
Summative Assessments:	Benchmark Assessments:

- Post-assessment
- Group Projects
- Written Assessment
- Individual Project/Presentations
- Problem-Based Learning Units

- Completed Lapbook
- Wordle
- Oral Presentation
- Digital Story
- KWL Charts
- Open-ended question responses with drawings
- Social Studies Notebook Check with Scoring Rubric

Knowledge & Skills

Enduring Understandings:

- Citizenship begins with becoming a contributing member of the classroom community.
- Rules and laws are developed to protect people's rights and the security and welfare of society.
- The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
- American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.

Essential Questions:

- What makes a good citizen?
- How do laws protect you?
- What are your rights as americans?
- How has "fairness," "equality," and the "common good" influenced new laws and policies?
- What are the three branches of government and what are their duties?
- Why do governments have separate branches?
- How is the power shared between different levels of government?
- How can the government be limited?
- What is the relationship between government and individuals?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- *Into Social Studies: Communities Near and Far* by Houghton Mifflin Harcourt
 - Communities
 - People and the Environment
 - Communities Change
 - Roles of Citizens
 - How America Works
-

Varied Levels of Text:

- Voting, by Sarah De Caupa
- The Declaration of Independence, by Elaine Landau
- Rosa Parks: My Story, by Rosa Parks
- If a Bus Could Talk, by Faith Ringgold
- My Grandma's the Mayor, by Marjorie White Pellegrino
- A More Perfect Union, by Betsy Maestro and Guilio Maestro
- How the U.S. Government Works, by Syl Sobel
- The Bill of Rights, by Christine Taylor-Butler

- Interactive flipbook for the branches of government
- Students will collaborate and write a class constitution
- Students will address problems at their school and how to solve them (problem/solution activity)
- *If A Bus Could Talk* Activity: discuss the unfair ways Rosa Parks is treated and brainstorm ways onto a chart that they can make a difference in the world (Amistad connection)
- Upstander Book and Activities
 - <https://www.bullybust.org/students/upstander>
- Teacher and students will create a climate of “safe space” by posting classroom expectations and creating roles for small group discussion (Holocaust connection)
 - <https://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf> (Pages 17-23 Holocaust Connection)
- Students will analyze quotes by historical figures and discuss how they changed the world. Students will record the meaning of the quotes in a journal and how they can relate to their own lives.
 - <https://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf> (Pages 11-16 Holocaust Connection)
- Nearpod Legislative Branch Lesson: This Nearpod Author’s lesson covers the structure, qualifications, and powers of the legislative branch of the Federal government. It includes polls, video, and a virtual tour of the U.S. Capitol.
 - https://nearpod.com/t/social-studies/4th-grade/legislative-branch-L1927166?from_strand=81276

- Hidden: A Child's Story of the Holocaust
- Amistad Literature Resources
- Holocaust Literature Resources

Additional Websites:

- <https://www.common sense.org/education/articles/13-best-websites-and-games-for-us-history-and-civics>
- <https://www.brainpop.com/socialstudies/>

- Nearpod The U.S. Constitution Lesson: In this Nearpod mini lesson, students will strengthen their research skills while learning about the ratification of the U.S. Constitution. After watching a BBC video, students will formulate effective questions and conduct research.
 - https://nearpod.com/t/social-studies/4th-grade/the-us-constitution-research-skill-builder-L36171067?from_strand=81276

Unit 2: Cultural Perspectives**Duration:** 45 Days Ongoing**Suggested Accommodations****English Language Learners:**

- Provide clear and specific directions
- Provide extended time
- Provide written directions with models and diagrams when possible
- Pre-teach vocabulary using visuals and gestures
- Build student background knowledge about the topic before and throughout the lesson

Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:

- Differentiated assignments/projects/assessments
- Differentiate learning pace using curriculum acceleration
- Higher level texts
- Provide students with a choice board to expand on the topics learned in class
- Expose students to sophisticated and advanced vocabulary
- Provide students with interest-based extension activities

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules

- Be flexible
- Provide students with materials and resources (such as newspapers, magazines, computers, and books) to take home to support the lesson and build home connections to the lesson
- Provide students with emotional/social support to help the student feel welcome and comfortable

Economically Disadvantaged:

- Be flexible with assignments
- Phone conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

Social Studies Practices

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
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Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

[New Jersey Student Learning Standards](#)

- [Grades 3-5](#)
- 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Interdisciplinary Connections

(3rd grade ELA standards)

Reading

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Speaking and Listening

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Writing

- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Computer Science and Design Thinking

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
- 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
- 8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.

Career Readiness, Life Literacies, and Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their

members and employee.	teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient

productivity, increase collaboration and communicate effectively.	with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Exit cards ● Turn and Talk ● Student/teacher conferences ● Google Classroom Response ● Pre-assessment ● Teacher Observation ● Performance Assessments ● Daily Classwork 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Exit tickets ● Anecdotal records ● Student responses and participation ● Modified Tests/Quizzes/Classwork
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Post-assessment ● Group Projects ● Written Assessment ● Individual Project/Presentations ● Problem-Based Learning Units 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Completed Lapbook ● Wordle ● Oral Presentation ● Digital Story ● KWL Charts ● Open-ended question responses with drawings ● Social Studies Notebook Check with Scoring Rubric

Knowledge & Skills	
Enduring Understandings:	Essential Questions:

- Culture is a way of life of a group of people who share similar beliefs and customs.
- Global societies are diverse, creating varied perspectives, contributions, and challenges.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Culture is both a unifying and divisive force in human relations.

- What is culture?
- What are the benefits and challenges of a diverse society?
- Why should we study other cultures and what does it teach us?
- How do the beliefs and values of a diverse culture affect individuals and society?
- What happens when cultures collide?
- Why do people live together and form societies?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- *Into Social Studies: Communities Near and Far* by Houghton Mifflin Harcourt
 - Ancient Civilizations
 - The First People
 - America: Heritage and Culture

Varied Levels of Text:

- **The Crane Girl** by Curtis Manley
- **My Very Own Room/Mi propio cuartito** by Amada Irma Pérez
- **Richard Wright and the Library Card** by William Miller

- Culture: Expressions Around the World
- Create a world passport booklet.
- Create a “suitcase” portfolio to document relevant information about the country as well as student progress.
- Introduce fast facts for our country.
- Virtual tours of the country via the internet.
- Expose children to literature from selected country.
- Play a game, sing a song, dance, eat/prepare a food, and/or create an art project related to the culture of the country.
- History Of Your Community – Students can visit the Amistad Trail Website to explore information about homes in Connecticut that played an important role in the lives of the Amistad Africans once they were freed by the courts but before the money could be raised to return them to their homeland. The residents of Farmington were among those who spearheaded the campaign to raise funds for the eventual return of the freed slaves. After this visit, students can discuss: “What homes in your community are of historical significance?” Invite students to research and write the “stories” behind some of your community’s historic homes and other places. (Amistad Connection)
 - <http://www.ctfreedomtrail.org/trail/amistad/>
- Students will play various games from around the world to experience the culture.
 - <http://crystalandcomp.com/games-from-around-the-world/>
- Students will create a community newspaper that includes the different cultural events occurring in the community.
- Students will host a cultural party where each student brings a traditional dish related to their family heritage.
- Create a Google Slide presentation where students create a slide about their culture and share it with the class.
- Nearpod Martin Luther King Jr. Lesson: In this Nearpod VR Mini-lesson, students learn of the life and legacy of Martin Luther King Jr., including the Montgomery Bus Boycott and his “I Have a Dream” Speech. Students take

- **Mama and Papa Have a Store** by Amelia Lau Carling
- **Crazy Horse’s Vision** by Joseph Bruchac
- **Sweet Music in Harlem** by Debbie Taylor
- **Xochitl and the Flowers/Xóchitl, la Niña de las Flores** by Jorge Argueta
- **Aani and the Tree Huggers** by Jeannine Atkins
- **Baseball Saved Us** by Ken Mochizuki
- **As Fast As Words Could Fly** by Pamela Tuck
- **The City Kid and The Suburb Kid** by Deb Pilutti
- **All Kinds of Families** by Mary Ann Hoberman
- **The Usborne Book of Peoples of the World** by Anna Claybourne
- **Mufaro’s Beautiful Daughters** by John Steptoe
- **John Henry: An American Legend** by Ezra Jack Keats
- **My Dream of Martin Luther King Jr.** by Faith Ringgold
- [Amistad Literature Resources](#)
- [Holocaust Literature Resources](#)

virtual field trips and create a poster to share what they learned. [\(Amistad Connection\)](#)

- https://nearpod.com/t/social-studies/kindergarten/who-was-martin-luther-king-jr-L35552655?from_strand=81276

Unit 3: Economics and Me

Duration: 45 Days Ongoing

Suggested Accommodations

English Language Learners:

- Provide clear and specific directions
- Provide extended time
- Provide written directions with models and diagrams when possible
- Pre-teach vocabulary using visuals and gestures
- Build student background knowledge about the topic before and throughout the lesson

Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:

- Differentiated assignments/projects/assessments
- Differentiate learning pace using curriculum acceleration
- Higher level texts
- Provide students with a choice board to expand on the topics learned in class
- Expose students to sophisticated and advanced vocabulary
- Provide students with interest-based extension activities

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules

- Be flexible
- Provide students with materials and resources (such as newspapers, magazines, computers, and books) to take home to support the lesson and build home connections to the lesson
- Provide students with emotional/social support to help the student feel welcome and comfortable

Economically Disadvantaged:

- Be flexible with assignments
- Phone conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

Social Studies Practices

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

[New Jersey Student Learning Standards](#)

- [Grades 3-5](#)
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
- 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

- 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.
- 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

Interdisciplinary Connections

(3rd grade ELA standards)

Reading

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Speaking and Listening

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Writing

- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Computer Science and Design Thinking

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
- 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
- 8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.

Career Readiness, Life Literacies, and Key Skills

- 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
- 9.1.5.FP.2: Identify the elements of being a good steward of money.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and

community members and employee.	long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience.

	They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Exit cards ● Turn and Talk ● Student/teacher conferences ● Google Classroom Response ● Pre-assessment ● Teacher Observation ● Performance Assessments ● Daily Classwork 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Completed Lapbook ● Wordle ● Oral Presentation ● Digital Story ● KWL Charts ● Open-ended question responses with drawings ● Modified Tests/Quizzes/Classwork
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Post-assessment ● Group Projects ● Written Assessment ● Individual Project/Presentations ● Problem-Based Learning Units 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Exit tickets ● Anecdotal records ● Student responses and participation ● Social Studies Notebook Check with Scoring Rubric

Knowledge & Skills

Enduring Understandings:

- Students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- People make decisions based on their needs, wants, and the availability of resources.
- Scarcity and choice influence decisions made by individuals, communities, and nations.
- Supply and demand influence price and output of goods and services.
- Production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

Essential Questions:

- How do people make their economic decisions?
- How is economics the driving force for the occurrence of various events and phenomena in societies?
- How does interaction among various institutions in the local, national, and global economies influence policy making and societal outcomes?
- How do you make sound decisions about money, savings, spending, and investment?
- How does supply and demand affect price and output of goods?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- *Into Social Studies: Communities Near and Far* by Houghton Mifflin Harcourt
 - Protecting Resources
 - Amazing Inventions
 - Producers and Consumers
 - Saving and Spending
-
- Pre-assessment of economic vocabulary terms
- Summative assessment of vocabulary terms
- Group project (create and market a product or service using resources from the classroom)
- Short essays
- Wordle

Varied Levels of Text:

- **Money, Money, Money** by Lisa Ing
- **A New Coat for Anna** by Harriet Ziefert
- **Saturday Sancocho** by Leyla Torres
- **Studies Weekly** by Week 19,20, 21 issues
- **Supply and Demand** by Janeen Adil
- **Lemons and Lemonade** by Nancy Loewen
- **A Kid's Guide to Business** by Jeff M. Brown
- **Spending Money** by Mary Firestone
- **Spending and Saving** by Mary Hill
- **Everything Money** by Kathy Furgang
- **Follow the Money** by Loreen Leedy
- **The Lemonade War** by Jacqueline Davies
- **I've Heard of a Land** by Joyce Carol Thomas

- Pet Research : Ask students to do some research on purchasing pets in your area. Have students choose one kind of pet, such as dogs or cats and compare the price of a pet in a local pet shop, as opposed to the same pet advertised in the newspaper or elsewhere. Use math skills to compare prices and find the difference between the costs of purchasing pets from different places. Ask students to display information on Google Slides.
- [Brain -Pop Economics - Goods and Services, Needs and Wants, Saving and Spending](#)
- [Hollywood Squares Economics](#) * Access
- [A New Coat for Anna Smart Lesson](#) * Access
- [Moneyville - Teacher Suggested Activities and User Guide](#)
- [Economics Scavenger Hunt](#)
- Nearpod Needs and Wants Lesson: Students learn the difference between needs and wants in this lesson which also teaches them about scarcity and to create a basic budget and savings plan.
 - <https://nearpod.com/t/social-studies/kindergarten/needs-and-wants-L32679263>
- Nearpod Understanding the Economy Lesson: In this Nearpod Author's lesson, students learn who producers and consumers are and how they work together in the making and using of goods and services in the economy.
 - https://nearpod.com/t/social-studies/2nd-grade/understanding-the-economy-L32680360?from_strand=81276
- Discuss the importance of different cultures, backgrounds, and locations and how each of these contribute to the economy in our global market. ([Amistad](#) and [Holocaust](#) Connection)
- Nearpod Budgeting Gamified Quiz: In this Economics lesson, teachers can assess student understanding of budgeting with Nearpod's interactive quiz game, Time to Climb.
 - https://nearpod.com/t/social-studies/3rd-grade/budgeting-L42820813?from_strand=81276

- [Cendrillon: A Caribbean Cinderella](#) by Robert San Soucie
- [Amistad Literature Resources](#)
- [Holocaust Literature Resources](#)

Unit 4: U.S. Regions

Duration: 45 Days Ongoing

Suggested Accommodations

English Language Learners:

- Provide clear and specific directions
- Provide extended time
- Provide written directions with models and diagrams when possible
- Pre-teach vocabulary using visuals and gestures
- Build student background knowledge about the topic before and throughout the lesson

Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:

- Differentiated assignments/projects/assessments
- Differentiate learning pace using curriculum acceleration
- Higher level texts
- Provide students with a choice board to expand on the topics learned in class
- Expose students to sophisticated and advanced vocabulary
- Provide students with interest-based extension activities

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules

- Be flexible
- Provide students with materials and resources (such as newspapers, magazines, computers, and books) to take home to support the lesson and build home connections to the lesson
- Provide students with emotional/social support to help the student feel welcome and comfortable

Economically Disadvantaged:

- Be flexible with assignments
- Phone conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

Social Studies Practices

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

[New Jersey Student Learning Standards](#)

- [Grades 3-5](#)
- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere

- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

Interdisciplinary Connections

(3rd grade ELA standards)

Reading

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Speaking and Listening

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Writing

- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Standards 8&9

Computer Science and Design Thinking

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
- 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
- 8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.

Career Readiness, Life Literacies, and Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Career Readiness, Life Literacies, and Key Skills Practices

<p>Act as a responsible and contributing community members and employee.</p>	<p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

cultural/global competence.

Evidence of Student Learning

Formative Tasks:

- Exit cards
- Turn and Talk
- Student/teacher conferences
- Google Classroom Response
- Pre-assessment
- Teacher Observation
- Performance Assessments
- Daily Classwork

Benchmark Assessments:

- Completed Lapbook
- Wordle
- Oral Presentation
- Digital Story
- KWL Charts
- Open-ended question responses with drawings
- Modified Tests/Quizzes/Classwork

Summative Assessments:

- Post-assessment
- Group Projects
- Written Assessment
- Individual Project/Presentations
- Problem-Based Learning Units

Alternative Assessments:

- Exit tickets
- Anecdotal records
- Student responses and participation
- Social Studies Notebook Check with Scoring Rubric

Knowledge & Skills

Enduring Understandings:

- Different types of maps give different kinds of information.
- Places are characterized by their physical and human properties.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

Essential Questions:

- What are the different types of maps and what information do they give?
- What are the physical and human properties of a region?
- Why are some locations in New Jersey and the United States more suited for settlement than others?
- What are the major cities in New Jersey, United States, and in the world, and how can demographic tools be used to understand cultural differences.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- *Into Social Studies: Communities Near and Far* by Houghton Mifflin Harcourt
 - Mapping Our World
 - U.S. Geography
 - Settling the Land
 - Saving and Spending
- [Latitude/Longitude Game](#)
- [Regions and Landforms resources](#)
- [Map Resources](#)
- [TrueFlix Mentor Text, Videos, and Lesson Plans](#)
- [Interactive SMART board activity](#)
- [Flip books and Interactive notebook](#) *Purchase
- [Regions of the United States Jigsaw](#) *Purchase
- [Geography Mapping Unit](#) *Purchase
- View maps and globes- label regions
- Virtual Tours of various regions
- Students will write a story about traveling through New Jersey. In the story, students will identify which roads, bridges, railroads, etc. they used to get from one town to another.
- Nearpod Places and Regions Lesson: In this social studies lesson students learn to identify and differentiate between physical and human land features. The lesson also introduces how places change over time.
 - https://nearpod.com/t/social-studies/kindergarten/places-and-regions-L1400267?from_strand=81276
- Students can explore interactive and printable maps on each region in the United States to learn more about each area.
 - <https://mrnussbaum.com/usa/united-states-regions>
- Nearpod U.S. Regions Lesson: In this 3-5 Social Studies activity, students will practice and strengthen their ability to identify and label US regions with a Draw It activity.
 - <https://nearpod.com/t/social-studies/3rd-grade/us-regions-35-L53093036>

Varied Levels of Text:

- There's a Map on My Lap by Tish Rabe
- Daily Detectives Mystery States
- Maps, Maps, Maps by Kelly Boswell
- Highlights Which Way USA books
- Mapping the Woods (Reading A to Z)
- [Amistad Mutiny: Fighting for Freedom by Barbara Somerville](#)
- [True Civil War Story by Andrea Jean Pinkney](#)
- [Hilde and Eli, Children of the Holocaust by David Adler](#)
- [I Survived the Nazi Invasion, 1944 by Lauren Tarshis](#)
- [Amistad Literature Resources](#)
- [Holocaust Literature Resources](#)

- Nearpod Regions of the United States Matching Activity: In this Matching Pairs lesson on US History, students strengthen their understanding of regions of the United States. They complete a vocabulary challenge and apply their vocabulary skills to the remaining practice problems.
 - <https://nearpod.com/t/social-studies/3rd-grade/regions-of-the-united-states-3-L43056083>
- Amistad Interactive Curriculum Cardinal Directions Activity: In this lesson, the students will gain an understanding of the basic cardinal directions. Then, they will embark on a classroom treasure hunt to apply what they have learned. Understanding directional standards will enable students to investigate African-American history in geographic and cultural terms. The base knowledge comes from the cardinal directions: north, south, east, and west. By gaining a firm grasp of the cardinal directions, students will begin to understand the proximity of geographic features. (Amistad Connection)
 - http://www.njamistadcurriculum.net/history/unit/social-studies-skills/lesson_plan/4210/288