

Social Studies Grade 3

Unit Title: Unit 1 Module A-Observing the World Around Us

Overview: This unit will focus on character education, classroom rules and procedures, and citizenship. Students will gain an understanding of school and community laws, as well as, policies to address real life challenges.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **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.CivicsPR.1** - Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- **6.1.5.Civics PR.3** - Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- **6.1.5.CivicsPR.4** - Explain how policies are developed to address public problems.
- **6.1.5.CivicsHR.4** - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.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.

NJSLS Foundational Skills: Reading Language

- **L.RF.3.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.3.A-**Identify and know the meaning of the most common prefixes and derivational suffixes.
- **L.RF.3.3.B-**Decode words with common Latin suffixes.
- **L.RF.3.3.C-**Decode multisyllable words.
- **L.RF.3.3.D-**Read grade-appropriate irregularly spelled words.
- **L.RF.3.3.E-**Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.3.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.3.4.A-**Read grade-level text with purpose and understanding.
- **L.RF.3.4.B-**Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.3.4.C-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading

- **RL.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RL.CI.3.2.-** Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- **RI.CI.3.2.-** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
- **RL.IT.3.3.-** Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- **RI.IT.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.

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- **RL.TS.3.4.-** Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RI.TS.3.4.-** Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '
- **RL.PP.3.5.-** Distinguish their own point of view from that of the narrator or those of the characters.
- **RI.PP.3.5.-** Distinguish their own point of view from that of the author of a text.
- **RL.MF.3.6.-** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RI.MF.3.6.-** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.AA.3.7.-** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **RL.CT.3.8.-** Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
- **RI.CT.3.8.-** Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

NJSLS ELA Writing

- **W.AW.3.1.** Write opinion texts to present an idea with reasons and information.
- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.3.3.** - Write narratives to develop real or imagined experiences or events with basic story elements.
- **W.WP.3.4.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.3.5.** - Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.SE.3.6.** - Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.** - Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS Foundational Skills: Writing Language

- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- **L.WF.3.3.A-**Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- **L.WF.3.3.B-**Capitalize appropriate words in titles.
- **L.WF.3.3.C-**Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- **L.WF.3.3.D-**Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- **L.WF.3.3.E-**Use appropriate pronouns with clear referents.
- **L.WF.3.3.F-**Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).

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- **L.WF.3.3.G**-Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- **L.WF.3.3.H**-Paraphrase a main idea or event in order to vary sentence structure and word use.
- **L.WF.3.3.I**-Organize ideas into paragraphs with main ideas and supporting details.
- **L.KL.3.1**. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.3.1. A**-Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- **L.KL.3.1. B**-Choose words and phrases for effect.
- **L.KL.3.1. C**-Recognize and observe differences between the conventions of spoken and written English.
- **L.VL.3.2**. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.VL.3.2.A**-Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.VL.3.2.B**-Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- **L.VL.3.2.C**-Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- **L.VL.3.2.D**-Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **L.VI.3.3**. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.3.3.A**-Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- **L.VI.3.3.B**-Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- **L.VI.3.3.C**-Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

NJSLS ELA Speaking and Listening

- **SL.PE.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.1.a**. - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.3.1.b**. - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.3.1.c**. - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.3.1.d**. - Explain their own ideas and understanding in light of the discussion.
- **SL.ES.3.3**. - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.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.
- **SL.UM.3.5**. - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6**. - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.FI.1	Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.	People can choose to save money in many places such as home in a piggy bank, or credit union.

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9.1.5.PB.1	Develop a personal budget and explain how it reflects spending, savings and charitable contributions.	There are specific steps associated with creating a budget.
9.1.2.CAP.4	List the potential rewards and risks to starting a business.	There are benefits and drawbacks to being an entrepreneur.
9.2.5.CAP.2	Identify how you might like to earn an income.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.	
Central Idea/Enduring Understanding: Social Studies <ul style="list-style-type: none"> Learners will understand the importance of working together to solve problems. Reading/Writing <ul style="list-style-type: none"> Readers understand the actions and motivations of characters in stories. Writers understand that characters' actions affect the sequence of events in a story. Learners understand that close observation helps identify problems and find solutions. 		Essential/Guiding Question: Social Studies <ul style="list-style-type: none"> Why is it important for community members to work together to solve problems? How can people work together to solve problems within a community? Reading/Writing <ul style="list-style-type: none"> How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?
Content: Social Studies: <ul style="list-style-type: none"> <i>Location, Location, Location</i> by Jacqueline Davies - Evan learns that he needs a permit to operate his business in the town center causing his business to close. Evan needs a plan for the cost of materials for his lemonade business and how many cups of lemonade that he needs to sell to meet his goal. <i>The Case of the Gasping Garbage</i> by Michelle Torrey - Nell and Drake run their own science detective business where they need to use problem solving techniques to solve cases within their community. 		Skills(Objectives): Social Studies: <ul style="list-style-type: none"> Community Laws Permit to Operate a Business Needs and Wants Producers and Consumers Incentives Supply and Demand Pricing of Products Savings, Debt, and Investment Entrepreneur

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Reading/Writing:

- *Location, Location, Location* by Jacqueline Davies - Evan learns that he needs a permit to operate his business in the town center causing his business to close. Evan needs a plan for the cost of materials for his lemonade business and how many cups of lemonade that he needs to sell to meet his goal.
- *The Case of the Gasping Garbage* by Michelle Torrey - Nell and Drake run their own science detective business where they need to use problem solving techniques to solve cases within their community.
- Readers will be able to show how a character's motivations and actions affect the events in a story.
- Writers will compose a narrative that includes developed characters, a clear sequence of events, and a conclusion.
- Learners will demonstrate understanding that close observations can help identify problems and solutions.

Reading/Writing:

- Character
- Temporal Words and Phrases
- Questions and Answers
- Parts of Stories
- Sequence of Events
- Word Relationships
- Point of View
- Compare and Contrast
- Words that Create Effect
- Compare Narratives
- Write a Narrative
- Describe Character and Setting
- Write a Character Sketch
- Write About an Event
- Write a Series of Events in Order
- Organize an Event Sequence Using Temporal Words and Phrases
- Write a Dialogue
- Write a Dialogue to Reveal Characters' Response
- Describe Characters' Experiences
- Write a Character's Response
- Write to Provide Closure in a Narrative
- Plan and Pre-Write a Narrative
- Draft a Narrative
- Revise to include Details and Dialogue
- Edit a Narrative
- Publish and Present a Narrative

Interdisciplinary Connections

These texts/activities in this unit will support the learning and understanding of the scientific method and financial literacy with owning and running a business.

NJSLS Grade 3 Science

3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- **Social Studies Task** - Think about what you have learned in this module. How do rules affect different communities? (school, neighborhood, town, world)
- **Narrative Task:** Write a narrative story in which one or more characters use

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading

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observations to solve the librarian's problem.
(PBA 1A)

Student Self Assessment:

- **Social Studies - Turn and Talk:** Explain how community members work together to solve problems within communities.

- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Social Studies - Present students with a problem that can be found within their community. Have them develop a solution to solve the problem.
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Days 1-2: Establish and analyze beginning of the year rules and routines.
- Days 3-5: Character Education/teamwork
- Days 6-7: Explain why towns need policies and why they are developed to address public problems.
- Day 10: Discuss the importance of working together to solve problems.
- Day 12: Understand that your first attempt to solve a problem might not always work, and to try again.

Daily Lesson Components (see ReadyGen TE)

READING: Daily Lessons

Days 1-3: *Location, Location, Location*

Days 4-11: *Case of the Gasping Garbage*

Build Understanding:

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

Close Read:

- Cite Text Evidence
- By-the-Way Words & Benchmark Vocabulary

Reading Analysis:

Resources:

SOCIAL STUDIES

- *Anchor Charts*
- *Social Studies Weekly*
- *Location, Location, Location*
- *Case of the Gasping Garbage*
- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

READING: Texts

- *Location, Location, Location*
- *Case of the Gasping Garbage*

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<ul style="list-style-type: none">Character Analysis WRITING: Narrative Writing <ul style="list-style-type: none">Set the PurposeTeach and ModelPrepare to WriteIndependent Writing Practice:Share Writing		WRITING: Texts <ul style="list-style-type: none"><i>Location, Location, Location</i><i>Case of the Gasping Garbage</i>	
Differentiation: *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Readers & Writer’s Journal <ul style="list-style-type: none">Prompts-Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Text Club Routines TR 24-27 Reading or Language Analysis Practice/Apply Using Small Group Discussion Routine	Readers & Writer’s Journal <ul style="list-style-type: none">Prompts-Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading AnalysisSleuth Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Text Club Routines TR 24-27 Reading or Language Analysis Practice/Apply Using Small Group Discussion Routine	Readers & Writer’s Journal <ul style="list-style-type: none">Prompts-Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading AnalysisSleuthFoundational SkillsGuided Writing Realize Online Platform <ul style="list-style-type: none">GamesVideosListen to Reading Scaffolded Strategies Handbook <ul style="list-style-type: none">Unlock the textUnlock the writingPerformance Based Assessment Lesson Scaffolded Instruction-Strategic Support If...Then...Quick Check Ready Up! Intervention	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit Title: Unit 1 Module B-Observing the World Around Us

Overview: This unit of study focuses on how and why it is important that people from diverse cultures collaborate to find solutions to community problems. Students will understand how rules, laws, and policies affect their everyday life.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **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.Civics PR.3** - Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- **6.1.5.CivicsPR.4** - Explain how policies are developed to address public problems.
- **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.EconET.1** - Identify positive and negative incentives that influence the decisions people make.

NJSLS ELA Reading

- **RL.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RL.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
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- **RL.PP.3.5.** Distinguish their own point of view from that of the narrator or those of the characters.
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- **L.RF.3.3.D-**Read grade-appropriate irregularly spelled words.
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- **L.RF.3.4.C**-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.IW.3.2.A**-Introduce a topic clearly.
- **W.IW.3.2.B**-Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
- **W.IW.3.2.C**-Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- **W.IW.3.2.D**-Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
- **W.IW.3.2.E**-Provide a conclusion related to the information or explanation presented.
- **W.WP.3.4.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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- **SL.3.1.d.** - Explain their own ideas and understanding in light of the discussion.
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- **SL.PI.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.
- **SL.UM.3.5.** - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.** - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).

Social Studies Grade 3

Presentational Skills	<ul style="list-style-type: none"> -Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.
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Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue	Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.

Central Idea/Enduring Understanding:

Social Studies:

- The physical environment can both accommodate and be endangered by human activities.

Essential/Guiding Question:

Social Studies:

- How does human interaction impact the environment in New Jersey and the United States?
- What are some ways people choose to use and distribute natural resources?

Social Studies Grade 3

<ul style="list-style-type: none"> • Advancements in science and technology can have unintended consequences that impact individuals and or societies. • People make decisions based on their needs, wants, and the availability of resources. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Readers understand central messages or main ideas by looking closely at the details used to support them. • Writers understand how to convey information about main ideas and details through text features and illustrations. • Learners understand that observations can give us clues about things in the world that change over time. 	<ul style="list-style-type: none"> • How do advances in science and technology relate to environmental concerns, and what actions can be taken to address them? • How do choices and tradeoffs impact individuals' decisions, including ones made in their communities? • What is the difference between needs and wants? • How does scarcity and choice influence decisions made by individuals, communities, and nations. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • How do readers identify central messages in literary texts and main ideas in informational texts? • How do writers use details, text features, and illustrations to convey the main idea?
<p>Content:</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • <i>Treasure in the Trees</i> by Christopher Cheng - Nisha discovers there is an unknown animal living in the trees behind her house. She needs to stop the land from being sold and the trees from being cut down. Nisha needs to use strategies and members of the community to help her stop this from happening. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • <i>The Moon Seems to Change</i> by Franklyn M.Branley - Explains the cyclical pattern of the phases of the moon. • <i>About Earth</i> by Pauline Cartwright - Readers are taken on a tour of the earth to learn about water, land, weather, and the sky. • Readers will demonstrate understanding of central messages and main ideas by identifying details in texts. • Writers will write a magazine article about something in the natural world that includes details, text features, and illustrations. • Learners will use observational skills to understand how things change over time. 	<p>Skills(Objectives):</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Environment and Human Interactions • Natural Resources • Environmental Concerns • Choices and Tradeoffs in Decision-making • Needs and Wants <p>Reading/Writing</p> <ul style="list-style-type: none"> • Main Idea • Text Features • Information from Illustrations • Point of View • Sentence Structure • Character • Key Events • Determine Central Message • Main Idea and Key Details • Locate Key Information • Explain Scientific Ideas/Concepts • Determine Word Meaning • Search Tools • Use of Details • Write an Explanatory Paragraph • Write a Paragraph About Genre

Social Studies Grade 3

- Produce an Illustration or Graphic
- Introduce a Topic
- Gather and Group Related Information
- Use Linking Words to Connect Ideas
- Use Linking Words to Compare & Contrast Ideas
- Develop a Topic with Details
- Use Illustrations to Communicate Ideas
- Write a Concluding Statement or Section
- Write and Give an Informative/Explanatory Pres.
- Write an Informational Article
- Write a Draft of an Article
- Revise an Article
- Edit to Improve an Article
- Publish and Present an Article
- Research and Sort Evidence
- Record Observations

Interdisciplinary Connections The text /activities in this unit will support the learning and understanding of scientific ideas, research, and using observational skills to understand how things change over time.

NJSLS Grade 3 Science

3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

Stage 2: Assessment Evidence

Performance Task(s):

Performance based assessment

Unit 1 assessment/SAVVAS

- **Social Studies:** Describe different members of a community and what their role is. What benefit do these community members have on a community?
- **Informative/Explanatory Task:** Write a magazine article about something in the natural world. Scholars will conduct a short research to build knowledge of the topic. They will introduce, develop facts, definitions, and details, provide a conclusion, and illustrations. (PBA 1B)
- **Scholars will:**
 - conduct short research to build knowledge of their chosen topic.
 - introduce the topic.
 - develop the topic with facts, definitions, and details.
 - provide a conclusion.

Other Evidence:

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

Social Studies:

Social Studies Grade 3

<ul style="list-style-type: none"> ○ include illustrations and text features to aid in understanding the topic. <p>Students Self Assessment: Social Studies How can community members come together to solve a problem?</p>	<ul style="list-style-type: none"> ● Think about a real world problem. What community members can help you solve your problem? What are some challenges you might face? ● Selection Test - Anchor Text ● Performance-Based Assessment - Module A & B ● End-of-Unit Assessment
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u> Social Studies: Day 1-6 Discover how Nisha's scientific observations led her to a discovery in her own backyard. Discuss how Nisha used resources in her community to help her solve her problem.</p> <p><u>Daily Lesson Components</u> <u>READING</u></p> <p>Unit 1B DAY 4-9 <i>Treasure in the Trees</i></p> <p>Build Understanding:</p> <ul style="list-style-type: none"> ● Set the Purpose ● Engage Scholars ● Read ● Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none"> ● Cite Text Evidence ● By-the-Way Words & Benchmark Vocabulary <p>Reading Analysis:</p> <ul style="list-style-type: none"> ● Character Analysis <p>WRITING: Narrative Writing</p> <ul style="list-style-type: none"> ● Set the Purpose ● Teach and Model ● Prepare to Write ● Independent Writing Practice: ● Share Writing 	<p><u>Resources:</u> Social Studies:</p> <ul style="list-style-type: none"> ● <i>Anchor charts</i> ● <i>Cooperative Children's Book Center</i> <p>Reading Texts</p> <ul style="list-style-type: none"> ● Treasure in the Trees <p>Social Studies Resources:</p> <ul style="list-style-type: none"> ● The New Jersey Amistad Commission Interactive Curriculum ● NJ Commission on Holocaust Education ● Learning for Justice <p>Disabilities Law Resources:</p> <ul style="list-style-type: none"> ● GLSEN Educator Resources ● Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p>
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Readers & Writer's Journal	Readers & Writer's Journal	Readers & Writer's Journal	Any student requiring further accommodations and/or

Social Studies Grade 3

<ul style="list-style-type: none"> • Prompts-Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR 24-27</p> <p>Reading or Language Analysis Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Prompts-Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR 24-27</p> <p>Reading or Language Analysis Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Prompts-Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook</p> <ul style="list-style-type: none"> • Unlock the text • Unlock the writing • Performance Based Assessment Lesson <p>Scaffolded Instruction-Strategic Support If...Then...Quick Check</p>	<p>modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Social Studies Grade 3

		Ready Up! Intervention	
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Unit Title: Unit 2 Module A Connecting Character, Culture, and Community

Overview: This unit of study focuses on how people from diverse cultures collaborate together to problem solve and find solutions to community, state, national, and global challenges. Students will understand there are similarities and differences amongst communities around the world. (examples, landforms, types of homes, climate, geography, and weather)

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **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.CivicsCM.1-** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.3-** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **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.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.4-** Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- **6.1.5.GeoSV.4-** Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- **6.1.5.GeoGI.1-** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **6.1.5.EconEM.2-** Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- **6.1.5.HistoryCC.4-** Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

NJSLS ELA Reading

- **RL.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RL.CI.3.2.-** Recount in oral and written form key details from a text and explain how they support the theme in literary texts (e.g. fables, folktales and myths from diverse cultures).
- **RL.IT.3.3.-** Describe the development of individual characters' traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- **RL.TS.3.4.-** Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RL.MF.3.6.-** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or

Social Studies Grade 3

- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

NJSLS ELA Reading Foundational Skills

- **L.RF.3.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.3.A-**Identify and know the meaning of the most common prefixes and derivational suffixes.
- **L.RF.3.3.B-**Decode words with common Latin suffixes.
- **L.RF.3.3.C-**Decode multisyllable words.
- **L.RF.3.3.D-**Read grade-appropriate irregularly spelled words.
- **L.RF.3.3.E-**Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.3.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.3.4.A-**Read grade-level text with purpose and understanding.
- **L.RF.3.4.B-**Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.3.4.C-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

- **W.NW.3.3.** Write narratives to develop real or imagined experience or events with basic story elements.
- **W.NW.3.3.A-**Orient the reader by establishing a situation and introducing a narrator and/or characters; clearly organize an event sequence.
- **W.NW.3.3.B-**Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.NW.3.3.C-**Use transitional words and phrases to manage the sequence of events.
- **W.NW.3.3.D-**Use concrete words and phrases and sensory details to convey experiences and events.
- **W.NW.3.3.E-**Provide a conclusion or sense of closure that follows the narrated experiences or events.
- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.3.4.A-**Identify audience, purpose, and intended length of composition before writing.
- **W.WP.3.4.B-**Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.3.4.D-**With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.SE.3.6.** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS Foundational Skills: Writing Language

- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

Social Studies Grade 3

- **L.WF.3.3.A**-Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- **L.WF.3.3.B**-Capitalize appropriate words in titles.
- **L.WF.3.3.C**-Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- **L.WF.3.3.D**-Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- **L.WF.3.3.E**-Use appropriate pronouns with clear referents.
- **L.WF.3.3.F**-Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- **L.WF.3.3.G**-Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- **L.WF.3.3.H**-Paraphrase a main idea or event in order to vary sentence structure and word use.
- **L.WF.3.3.I**-Organize ideas into paragraphs with main ideas and supporting details.
- **L.KL.3.1**. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.3.1. A**-Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- **L.KL.3.1. B**-Choose words and phrases for effect.
- **L.KL.3.1. C**-Recognize and observe differences between the conventions of spoken and written English.
- **L.VL.3.2**. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.VL.3.2.A**-Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.VL.3.2.B**-Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- **L.VL.3.2.C**-Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- **L.VL.3.2.D**-Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

NJSLS ELA Speaking and Listening

- **SL.PE.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.1.a**. - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.3.1.b**. - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.3.1.c**. - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.3.1.d**. - Explain their own ideas and understanding in light of the discussion.
- **SL.ES.3.3**. - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI3.4**. - 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.
- **SL.UM.3.5**. - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Social Studies Grade 3

- **SL.AS3.6.** - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-4
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

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- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
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Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Social Studies Grade 3

Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.4.5.CI.1:	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

Central Idea/Enduring Understanding:

Social Studies:

- Geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can accommodate and be endangered by human activities.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Patterns of settlement differ from region to region, place to place, and time to time.
- Availability of resources affects economic outcomes.
- Personal, family, and community history is a source of information for individuals about the people and places around them.

Reading/Writing:

- Readers understand that asking and answering questions using text-based evidence can help them better comprehend text.
- Writers understand that dialogue and characters' actions help develop the events in a story.
- Learners understand that relationships within a community are affected by culture and traditions.

Essential/Guiding Question:

Social Studies:

- How can one use physical and political maps to explain how the location and spatial relationship of places in the United States have contributed to cultural diffusion and economic interdependence?
- How have landforms, climate and weather, and availability of resources impacted where and how people live and work in different regions of the United States?
- How does human interaction impact the environment in the United States?
- How can one understand the concept of regionalism by comparing and contrasting characteristics of regions in the United States based on culture, economics, and physical environment?
- Why are some locations in the United States more suited for settlement than others?
- How does the availability of resources affect people across the world differently?
- How have local and state communities changed over time and what are the reasons for the change?
- How has the American identity evolved over time?

Reading/Writing:

- How do readers use evidence from texts to understand what they read?
- How do writers include character dialogue and actions to affect the events in a story?

Social Studies Grade 3

Content:

Social Studies:

- *The Athabascans: Old and New Ways* by Ron Fridell - Details how the northern Alaskan Athabascans live like their ancestors and how their lives have changed over the years.
- *The Year of Miss Agnes* by Kirkpatrick Hill - Describes how a teacher affects the lives of her students and how the students and the residents of a small Alaskan community affect hers.

Reading/Writing:

- *The Frog Princess: A Tlingit Legend from Alaska* by Eric A. Kimmel - The implicit theme of the legend is be careful what you wish for and do not judge others.
- Readers will use text-based evidence to ask and answer questions about texts.
- Writers will craft a narrative with dialogue and actions that drive the course of events.
- Learners will understand that people have a rich cultural heritage and a variety of traditions.

Skills(Objectives):

Social Studies:

- Spatial Relationships
- Physical Environment
- Community
- Resources
- Human Interactions Impact the Environment
- Culture
- Economics

Reading:

- Main Idea
- Words Used for Effect
- Character
- Literal and Nonliteral Meanings
- Central Message
- Illustrations that Create Mood
- Determine Central Message
- Nonstandard and Standard English
- Compare and Contrast
- Contribution of Illustrations to a Text

Writing:

- Write Details for a Story
- Take Notes for a Story
- Write a Story Idea
- Write a Paragraph that Establishes a Situation
- Write a Character Sketch
- Write a Sequence of Events
- Write Events Using Temporal Words and Phrases
- Write Dialogue to Develop Experiences
- Write Dialogue to Show Character Response
- Write Descriptions to Develop Experiences
- Write Descriptions to Show Responses
- Write an Ending that Provides Closure
- Write a Narrative Paragraph
- Plan and Pre Write a Narrative
- Draft a Narrative
- Revise a Narrative
- Edit a Narrative
- Publish and Present a Narrative

Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of how communities evolve over time. Weather, culture, geography impact the daily life of its community members. Students will make connections between their own culture and cultures of others around the world.

Social Studies Grade 3

NJSLS Grade 3 Science

3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

Stage 2: Assessment Evidence

Performance Task(s):

Social Studies:

Describe how geography, weather, and culture affect the Athabascans everyday life.

Performance Based Assessment:

- **Narrative Task:** Create a Narrative - Scholars will use what they know about narrative writing to write what might occur after the end of *The Year of Miss Agnes*.
- **Scholars will:**
 - introduce the narrator and characteristics.
 - include a clear sequence of events.
 - use temporal words and phrases to signal the order of events.
 - use dialogue and character actions that impact the events.
 - provide a conclusion.

Self Assessment:

Social Studies

Turn and Talk: How does your geography, culture, and weather affect your everyday life?

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Social Studies:

- Create a slideshow presentation using information from *The Year of Miss Agnes* and *The Athabascans*. Identify facts you learned about the Athabascans school, clothing, homes, how animals are important to them, and way of life.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Social Studies

- Day 1-2: Explain how the Athabascans lived in the past and present time. Learn how their location, resources, weather, and culture affect their lives.
- Day 3-12-Discuss similarities between The Athabascans: Old and New Ways

Resources:

Social Studies:

- Anchor Charts
- [Cooperative Children's Book Center](#)
- *Social Studies Weekly*

Social Studies Grade 3

and The Year of Miss Agnes. Discuss the culture of the Athabascans and their way of life. Discuss how their location affects their daily lives. Learn about how they use resources within their community on a daily basis. Learn about the school environment of the Athabascans. What are the similarities and differences between your school and an Athabascan child?

Daily Lesson Components

READING

Day 1-2: The Athabascans: Old and New Ways

Day 3-12: The Year of Miss Agnes

Build Understanding:

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

Close Read:

- Cite Text Evidence
- By-the-Way Words & Benchmark Vocabulary

Reading Analysis:

- Character Analysis

WRITING: Narrative Writing

- Set the Purpose
- Teach and Model
- Prepare to Write
- Independent Writing Practice:
- Share Writing

Reading Texts

- The Year of Miss Agnes
- The Athabascans

Social Studies Resources:

[The New Jersey Amistad Commission Interactive Curriculum](#)

- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

**Be sure to only include applicable resources.*

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice 	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model),

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<p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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Unit Title: Unit 2 Module B Connecting Character, Culture, and Community

Overview: This unit of study focuses on how people from diverse cultures collaborate together to problem solve and find solutions to community, state, national, and global challenges. Students will understand there are similarities and differences amongst communities around the world. (examples, landforms, types of homes, climate, geography, and weather)

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **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.CivicsCM.1-** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.3-** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **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.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.4-** Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- **6.1.5.GeoSV.2-** Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- **6.1.5.GeoSV.4-** Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- **6.1.5.GeoGI.1-** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **6.1.5.HistoryCC.4-** Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

NJSLS ELA Reading

- **RL.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RL.CI.3.2.-** Recount in oral and written form key details from a text and explain how they support the theme in literary texts (e.g. fables, folktales and myths from diverse cultures).
- **RL.MF.3.6.-** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- **RI.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CI.3.2.-** Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
- **RI.TS.3.4.-** Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic
- **RI.PP.3.5.-** Distinguish their own point of view from that of the author of a text.

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- **RI.MF.3.6.-** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.AA.3.7.-** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **RI.CT.3.8.-** Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

NJSLS ELA Reading Foundational Skills

- **L.RF.3.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.3.A-**Identify and know the meaning of the most common prefixes and derivational suffixes.
- **L.RF.3.3.B-**Decode words with common Latin suffixes.
- **L.RF.3.3.C-**Decode multisyllable words.
- **L.RF.3.3.D-**Read grade-appropriate irregularly spelled words.
- **L.RF.3.3.E-**Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.3.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.3.4.A-**Read grade-level text with purpose and understanding.
- **L.RF.3.4.B-**Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.3.4.C-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.IW.3.2.A-**Introduce a topic clearly.
- **W.IW.3.2.B-**Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.IW.3.2.C-**Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- **W.IW.3.2.D-**Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
- **W.IW.3.2.E-**Provide a conclusion related to the information or explanation presented.
- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.3.4.A-**Identify audience, purpose, and intended length of composition before writing.
- **W.WP.3.4.B-**Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.3.4.C-**With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- **W.WR.3.5.-** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.SE.3.6.-** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.-** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS Foundational Skills: Writing Language

- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

Social Studies Grade 3

- **L.WF.3.3.A**-Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- **L.WF.3.3.B**-Capitalize appropriate words in titles.
- **L.WF.3.3.C**-Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- **L.WF.3.3.D**-Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- **L.WF.3.3.E**-Use appropriate pronouns with clear referents.
- **L.WF.3.3.F**-Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- **L.WF.3.3.G**-Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- **L.WF.3.3.H**-Paraphrase a main idea or event in order to vary sentence structure and word use.
- **L.WF.3.3.I**-Organize ideas into paragraphs with main ideas and supporting details.
- **L.KL.3.1**. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.3.1. A**-Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- **L.KL.3.1. B**-Choose words and phrases for effect.
- **L.KL.3.1. C**-Recognize and observe differences between the conventions of spoken and written English.
- **L.VL.3.2**. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.VL.3.2.A**-Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.VL.3.2.B**-Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- **L.VL.3.2.C**-Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- **L.VL.3.2.D**-Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

NJSLS ELA Speaking and Listening

- **SL.PE.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.1.a**. - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.3.1.b**. - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.3.1.c**. - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.3.1.d**. - Explain their own ideas and understanding in light of the discussion.
- **SL.ES.3.3**. - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI3.4**. - 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.
- **SL.UM.3.5**. - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS3.6**. - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-4
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.	An individual's strengths, lifestyle goals, choices, and interests affect employment and income

Social Studies Grade 3

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	

Central Idea/Enduring Understanding:

Social Studies

- The world is composed of nations that are similar to and different from the United States.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.

Reading/Writing:

- Readers understand that photographs, illustrations, and details help them make sense of what they read.
- Writers understand that information and ideas can be compared and contrasted.
- Learners understand that there are similarities and differences in communities around the world.

Essential/Guiding Question:

Social Studies

- How is the world divided into many nations that have their own governments, languages, customs, and laws?
- How can comparing and contrasting information on different types of maps be useful?
- How do landforms, climate and weather, and availability of resources impact where and how people live and work in different regions of the United States?
- How does human interaction impact the environment in the United States?
- How do characteristics of regions in the United States based on culture, economics, and physical environment contribute to regionalism?
- Why are some locations in the United States more suited for settlement than others?
- What are ways people choose to use and distribute natural resources?
- How do advances in science and technology relate to environmental concerns, and to actions taken to address them.
- What are some major cities in the United States and the world, and how can geographic and demographic tools (e.g., maps, globes, data visualizations) be used to understand cultural differences?
- How has the development of different transportation systems impacted the economies of the United States and the world?

Reading/Writing:

- How do photographs, illustrations, and details help readers understand text?
- How do writers compare and contrast information and ideas?

Social Studies Grade 3

Content:

Social Studies:

- ***City Homes by Nicola Barber*** - The text describes how weather and culture can change the appearance of a city home.
- ***Deep Down and Other Extreme Places to Live by Shirin Bridges*** - The text is about three communities of people living in unusual and challenging locations. Each group of people has a long history of survival in its extreme setting, and each has kept some traditions while changing other ways of life.

Reading/Writing:

- ***The Song of Sky and Sand by Stephen Davies*** - The text is set in a desert community, with the theme of looking to tradition and the past to solve a problem.
- Readers will use photographs, illustrations, and details to make sense of texts.
- Writers will write a compare-and-contrast essay that includes an introduction, linking words and phrases, a developed topic, and a conclusion.
- Learners will recognize that families and communities differ from place to place around the world.

Skills(Objectives):

Social Studies

- Landforms
- Physical Environment
- Climate
- Weather
- Regions
- Cities
- Patterns of Settlement
- Transportation

Reading:

- Main Idea
- Literal and Nonliteral Meanings
- Analyze Photos
- Determine Word Meaning
- Ask and Answer Questions
- Main Idea and Key Details
- Use Illustrations to Understand Text
- Use Text Features
- Distinguish Point of View
- Compare and Contrast
- Central Message
- Determine Word Meaning

Writing:

- Write an Informative/Explanatory Paragraph
- Compare Different Genres
- Describe and Analyze an Illustration
- Write an Introduction
- Add Details to an Informative Paragraph
- Add Illustrations for a Topic
- Group Related Ideas and Information
- Use Linking Words and Phrases
- Write a Comparison-Contrast Paragraph
- Write a Concluding Statement or Section
- Take Brief Notes from Several Sources
- Gather Information to Write a Paragraph
- Sort Evidence for a Essay
- Write an Outline
- Write a First Draft and Revise
- Edit a Compare-Contrast Essay
- Publish and Present a Compare-Contrast Essay

Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of types of communities and their similarities and differences. (Examples include: landforms, resources, types of homes, geography, and weather)

Social Studies Grade 3

Stage 2: Assessment Evidence

Performance Task(s):

Social Studies

- Students will research an extreme place in the world. Present how their geography, weather, and culture affect their lives.

Performance Based Assessment:

- **Informative/Explanatory Task:** Compare and Contrast Communities - Scholars will use what they have learned from the selections to compare and contrast two communities.
- **Scholars will:**
 - introduce the topic.
 - group related information together.
 - develop the topic with facts, definitions, and details.
 - use linking words and phrases to connect ideas.
 - provide a conclusion.

Student Self Assessment

- What are the different types of communities? How are they alike and different?

Other Evidence:

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Social Studies

- Choose a type of community that we learned about. Create an informational report/brochure/poster on the homes, transportation, way of life, and weather in that area.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Social Studies

- Day 1- 3: Read City Homes. Identify how homes are different around the world. How does the location affect the homes people live in?
- Day 4-11: Read Deep Down and Other Extreme Places.
 - Discuss the Supai Village. Where is it located? How does its location, weather, and geography affect their daily lives? What makes this an extreme place to live?
 - Discuss the Danakil Depression. Where is it located? How does its

Resources:

Social Studies:

- Anchor Charts
- Social Studies Weekly
- [*Cooperative Children's Book Center*](#)

Reading Texts

- City Homes
- Deep Down and Other Extreme Places
- Song of Sky and Sand

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)

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<p>location, weather, and geography affect their daily lives? What makes this an extreme place to live?</p> <ul style="list-style-type: none">○ Discuss the Sami homeland. Where is it located? How does its location, weather, and geography affect their daily lives? What makes this an extreme place to live?○ Discuss the similarities and differences between these communities.	<ul style="list-style-type: none">● Learning for Justice <p>Disabilities Law Resources:</p> <ul style="list-style-type: none">● GLSEN Educator Resources● Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p>		
<p><u>Daily Lesson Components</u></p> <p>READING</p> <p>Daily Lessons</p> <p>Unit 2B</p> <p>Day 1-3: City Homes</p> <p>Day 4-11 Deep Down and Other Extreme Places</p> <p>Day 12-15: Song of Sky and Sand</p> <p>Build Understanding:</p> <ul style="list-style-type: none">● Set the Purpose● Engage Scholars● Read● Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none">● Cite Text Evidence● By-the-Way Words & Benchmark Vocabulary <p>Reading Analysis:</p> <ul style="list-style-type: none">● Character Analysis <p>WRITING: Narrative Writing</p> <ul style="list-style-type: none">● Set the Purpose● Teach and Model● Prepare to Write● Independent Writing Practice:● Share Writing			
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
<p>High-Achieving Students</p>	<p>On Grade Level Students</p>	<p>Struggling Students</p>	<p>Special Needs/ELL</p>
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">● Prompts - Write in Response to Reading	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">● Prompts - Write in Response to Reading	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking</p>

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<ul style="list-style-type: none"> • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games / Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games / Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance - Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention</p>	<p>assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Social Studies Grade 3

Unit Title: Unit 3 Module A: Seeking Explanations

Overview: This unit of study focuses on how people from diverse cultures collaborate together to problem solve and find solutions to community, state, national, and global challenges. Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Social Studies

- **6.1.5.CivicsCM.1-** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **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.9:** Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.2:** Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good
- **6.1.5.GeoGI.1:** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

NJSLS ELA Reading

- **RI.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CI.3.2.-** Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
- **RI.IT.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.TS.3.4.-** Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic
- **RI.PP.3.5.-** Distinguish their own point of view from that of the author of a text.
- **RI.MF.3.6.-** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.AA.3.7.-** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **RI.CT.3.8.-** Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

NJSLS ELA Reading Foundational Skills

- **L.RF.3.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.3.A-** Identify and know the meaning of the most common prefixes and derivational suffixes.
- **L.RF.3.3.B-** Decode words with common Latin suffixes.

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- **L.RF.3.3.C**-Decode multisyllable words.
- **L.RF.3.3.D**-Read grade-appropriate irregularly spelled words.
- **L.RF.3.3.E**-Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.3.4.**- Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.3.4.A**-Read grade-level text with purpose and understanding.
- **L.RF.3.4.B**-Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.3.4.C**-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.IW.3.2.A**-Introduce a topic clearly.
- **W.IW.3.2.B**-Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.IW.3.2.C**-Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- **W.IW.3.2.D**-Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
- **W.IW.3.2.E**-Provide a conclusion related to the information or explanation presented.
- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.3.4.A**-Identify audience, purpose, and intended length of composition before writing.
- **W.WP.3.4.B**-Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.3.4.C**-With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- **W.WR.3.5.**- Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.SE.3.6.**- Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.**- Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS Foundational Skills: Writing Language

- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- **L.WF.3.3.A**-Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- **L.WF.3.3.B**-Capitalize appropriate words in titles.
- **L.WF.3.3.C**-Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- **L.WF.3.3.D**-Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- **L.WF.3.3.E**-Use appropriate pronouns with clear referents.
- **L.WF.3.3.F**-Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- **L.WF.3.3.G**-Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- **L.WF.3.3.H**-Paraphrase a main idea or event in order to vary sentence structure and word use.
- **L.WF.3.3.I**-Organize ideas into paragraphs with main ideas and supporting details.
- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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- **L.KL.3.1. A**-Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- **L.KL.3.1. B**-Choose words and phrases for effect.
- **L.KL.3.1. C**-Recognize and observe differences between the conventions of spoken and written English.
- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.VL.3.2.A**-Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.VL.3.2.B**-Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- **L.VL.3.2.C**-Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- **L.VL.3.2.D**-Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

NJSLS ELA Speaking and Listening

- **SL.PE.3.1.** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.1.a.** - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical	-Distinguish fact from fiction

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Thinking	-Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.5.CT.2	Identify a problem and list the types of individuals and resources that can aid in solving the problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one;s thinking about a topic of curiosity.	Curiosity and willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

Central Idea/Enduring Understanding:

Social Studies:

- Places are jointly characterized by their physical and human properties.
- Individuals and families have unique characteristics.

Essential/Guiding Question:

Social Studies:

- How does folklore and the actions of famous historical and fictional characters from the United States contribute to the American national heritage?

Social Studies Grade 3

<ul style="list-style-type: none"> • The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. • Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. • American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. • The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. • People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Readers understand that stories have important central messages, lessons, or morals. • Writers understand that opinion writing supports a point of view with reasons. • Learners understand that oral histories have transmitted experiences, explanations, and wisdom for generations. 	<ul style="list-style-type: none"> • How is culture expressed through and influenced by the behavior of people? • How has the American identity evolved over time? • How can an individual's beliefs, values, and traditions reflect more than one culture? • How can one's experiences and events be interpreted differently by people with different cultural or individual perspectives? <p>Reading/Writing:</p> <ul style="list-style-type: none"> • How do readers determine the central message, lesson, or moral of a story? • How do writers support a point of view when writing an opinion?
<p>Content:</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • <i>Knots on a Counting Rope</i> by Bill Martin Jr. - A grandfather retells a beloved story to a boy reminding him that, despite his personal obstacle of blindness, he has the courage and strength to overcome life's challenges. • <i>Storm in the Night</i> by Mary Stolz - A grandfather tells his grandson a story from his childhood about conquering one's fear during a storm. • <i>Paul Bunyan</i> by Stephen Krensky - The character Paul Bunyan is a legendary lumberjack hero. 	<p>Skills(Objectives):</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Climate • Weather • Folklore • Culture • Tradition <p>Reading:</p> <ul style="list-style-type: none"> • Contributions of Illustrations to a Text • Literal and Nonliteral Language • Character • Figurative Language • Determine the Central Message • Compare and Contrast • Point of View

Social Studies Grade 3

<p>Reading/Writing:</p> <ul style="list-style-type: none"> • Readers will recount stories to determine the central message, lesson, or moral. • Writers will support a point of view with reasons. • Learners will understand how people use stories to explain the world. 	<ul style="list-style-type: none"> • Characters' Motivations • Central Message <p>Writing:</p> <ul style="list-style-type: none"> • Write an Opinion • Write a Short Opinion Essay • Write an Introduction About a Topic • Write Opinion Statements • Write Reasons to Support Opinions • Organize Reasons and Details for an Opinion • Connect Ideas with Linking Words and Phrases • Write a Concluding Statement • Write a Concluding Section • Gather Information to Support an Opinion • Take Notes for an Opinion Essay • Take Notes and Write an Outline • Write an Opinion Draft • Revise a Draft of an Opinion Essay • Edit an Opinion Essay • Publish and Present an Opinion Essay
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Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of how culture is expressed through folklore and oral retelling of events that are passed down throughout history.

Stage 2: Assessment Evidence

Performance Task(s):

Social Studies:

Discuss how culture is important? How is story-telling important to one's culture? What lesson does Boy-Strength-Of-Blue-Horse and Thomas learn from the stories their grandfather's told them?

Performance Based Assessment:

- **Opinion Task:** Write About the Power of Stories - Scholars will state and support their opinion about which text, *Storm in the Night* or *Knots on a Counting Rope*, has a more powerful central message.
- **Scholars will:**
 - state their opinion or point of view.
 - create an organizational structure.
 - support their point of view with reasons and text evidence.
 - provide a conclusion.

Self Assessment:

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text

Social Studies Grade 3

What do we learn through folktales? Write a folktale that explains how something in the natural world came to be.

- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Social Studies

- Write a story/folktale/native american story to teach your classmates a life lesson through your character.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Social Studies

- Day 1-4: Read about how oral tribal history is a historical perspective of Native Americans. Through the relationship of Grandfather and Boy-Strength- of Blue- Horses we learn that the grandfather transmits his knowledge and wisdom through story telling to the boy.
 - How is storytelling important to Native American culture?
 - How can you apply the lesson Boy-Strength- of Blue- Horses learns to your life?
- Day 5-9: Read about the relationship between Thomas and his grandfather. Discuss the importance of storytelling and how we can learn valuable lessons from other's experiences.
 - Through grandfather's experiences what does Thomas learn?
 - How can you apply this lesson to your daily life?
- Day 11-15: Read Paul Bunyan.
 - What is folklore?
 - How does this fictional character contribute to the well-being of the community and country?

Daily Lesson Components

READING

Daily Lessons

Unit 3A

DAY 1-4: Read Knots on a Counting Rope

Day 5-9 Read Storm in the Night

Day 11-15- Read Paul Bunyan

Build Understanding:

- Set the Purpose

Resources:

Social Studies:

- Anchor Charts
- [Cooperative Children's Book Center](#)
- Social Studies Weekly

Reading Texts

- Knots on a Counting Rope
- Storm in the Night
- Paul Bunyan
- They Myth of Icarus
- Anansi's Long, Thin Legs

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

**Be sure to only include applicable resources.*

Social Studies Grade 3

<ul style="list-style-type: none">Engage ScholarsReadTurn and Talk Close Read: <ul style="list-style-type: none">Cite Text EvidenceBy-the-Way Words & Benchmark Vocabulary Reading Analysis: <ul style="list-style-type: none">Character Analysis WRITING: Opinion Task: Write about the power of stories. <ul style="list-style-type: none">Set the PurposeTeach and ModelPrepare to WriteIndependent Writing Practice:Share Writing			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader’s & Writer’s Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Text Club Routines TR24-27	Reader’s & Writer’s Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth Realize Online Platform <ul style="list-style-type: none">GamesVideosListen to Reading Text Club Routines TR24-27	Reader’s & Writer’s Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing Realize Online Platform <ul style="list-style-type: none">GamesVideosListen to Reading	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Social Studies Grade 3

Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Scaffolded Strategies Handbook: <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	
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Unit Title: Unit 3 Module B: Seeking Explanations

Overview: This unit of study focuses on weather and the use of weather tools and technology. This unit also focuses on the effects of extreme weather and its impact on communities.

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Social Studies

- **6.1.5CivicsPI.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.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.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.GeoHE.3**- Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- **6.1.5.EconGE.4**- Compare and contrast how the availability of resources affects people across the world differently.
- **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.

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- **RI.CR.3.1**.- Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CI.3.2**.- Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
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Social Studies Grade 3

- **RI.PP.3.5.**-Distinguish their own point of view from that of the author of a text.
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Social Studies Grade 3

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Social Studies Grade 3

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Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

Social Studies Grade 3

9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about local and/or global climate change issues and deliberate about possible solutions.	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
<p><u>Central Idea/Enduring Understanding:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organizations of people, places, and environments on Earth. • Places are jointly characterized by their physical and human properties. • Advancements in science and technology can have unintended consequences that impact individuals and/or societies. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Readers understand that informational texts have various structures and features that aid the reader's comprehension • Writers understand that related information goes together when presenting a topic with facts, definitions, and details. • Learners understand scientific reasons for how and why things occur in nature. 		<p><u>Essential/Guiding Question:</u></p> <p>Social Studies</p> <ul style="list-style-type: none"> • How does a natural disaster affect a community? • How do landforms, climate and weather, and availability of resources impact where and how people live and work in different regions of New Jersey and the United States? • How do advances in science and technology relate to environmental concerns, and to actions taken to address them? <p>Reading/Writing:</p> <ul style="list-style-type: none"> • How do readers use text structures and features to better comprehend texts? • How do writers introduce and develop a topic with facts, details, and linking words?
<p><u>Content:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • <i>Weather</i> by Seymour Simon - Explores the sun and Earth's rotation, wind patterns, and how human activity influences the weather. • <i>On the Same Day in March: A Tour of the World's Weather</i> by Marilyn Singer - Details the weather on the same day in March in different parts of the world. • <i>Living Through a Natural Disaster</i> by Eve Recht - Explains how people can learn from previous natural disasters in order to make preparations to lessen damage caused by future natural disasters. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • <i>Weather</i> by Seymour Simon - Explores the sun and Earth's rotation, wind patterns, and how human activity influences the weather. • <i>On the Same Day in March: A Tour of the World's Weather</i> by Marilyn Singer 		<p><u>Skills(Objectives):</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Climate • Weather • Impact of Climate and Weather on Communities • Geographic Tools • Natural Disasters • Advances in Science & Technology Related to Climate and Weather • Environmental Concerns <p>Reading:</p> <ul style="list-style-type: none"> • Ask and Answer Questions • Scientific Ideas • Word Relationships • Information from Illustrations • Literal and Nonliteral Meanings • Real-Life Connections • Compare and Contrast • Use Illustrations • Cause-and-Effect Relationships

Social Studies Grade 3

- Details the weather on the same day in March in different parts of the world.
- *Living Through a Natural Disaster* by Eve Recht - Explains how people can learn from previous natural disasters in order to make preparations to lessen damage caused by future natural disasters.
- Readers will determine text structures and identify text features to better understand what they read.
- Writers will compose a news report that clearly conveys ideas and information.
- Learners will identify reasons that explain how and why things occur in nature.

- Contribution of Maps, Photographs, and Illustrations

Writing:

- Gather Information to Write
- Choose a Genre to Explain or Inform
- Choose Details to Explain a Topic
- Write an Introduction
- Develop a Topic
- Group Related Information
- Create an Illustration
- Use Linking Words and Phrases to Connect Ideas
- Write a Concluding Statement
- Write a Concluding Section
- Write Notes Using a Graphic Organizer
- Write a Paragraph from Notes
- Write Notes in Categories
- Write an Outline
- Write a First Draft
- Write a Revised Draft
- Edit an Informational Essay
- Publish and Present an Informational Essay

Interdisciplinary Connections:

The text and activities in this unit will support the learning and understanding of why it's important to understand the impact of weather, measurement, tools, and geography.

Stage 2: Assessment Evidence

Performance Task(s):

Social Studies:

Research a natural disaster. Write a paragraph on the effects this natural disaster had on its community.

Performance Based Assessment:

- **Informative/Explanatory Task:** Write a News Report - Scholars will use information from *Weather* and *Living Through a Natural Disaster* to create an engaging news report that explains how weather affects people.
- **Scholars will:**
 - introduce the topic.
 - convey information clearly.
 - develop the topic with facts, definitions, and details.
 - provide a conclusion.
 - include visual aids to help explain the topic.

Other Evidence:

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B

Social Studies Grade 3

Self Assessment:

Turn and Talk: How does weather affect people and their community? How has the weather affected your life?

- End-of-Unit Assessment

Social Studies

- Choose a Natural Disaster. Create a safety plan for how to stay safe if one was to come in your area.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Social Studies:

- Day 1-7 Read the text Weather.
 - Discuss how location affects weather and communities.
 - Discuss the relationship between scientific reasons for how and why things occur in nature and their impact on society.
- Day 8-11: Read the text On the Same Day in March.
 - How does one's location in the world impact the weather they experience?
 - Is the weather the same all over the world on the same day?
 - How does weather impact communities and their way of life?
- Day 11-15 Read the text Living Through a Natural Disaster.
 - Analyze the effects of catastrophic natural disasters on communities.
 - How did community members and people from diverse cultures collaborate to find solutions to help solve global challenges.

Resources:

Social Studies:

- Anchor Charts
- Social Studies Weekly
- [Cooperative Children's Book Center](#)

Reading Texts

- Weather
- On the Same Day in March
- Living Through a Natural Disaster

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

**Be sure to only include applicable resources.*

Daily Lesson Components

READING

Daily Lessons

Unit 1A

Days 1-7 Read Weather.

Days 8-10 Read On the Same Day in March

Days-11-15 Read Living Through a Natural Disaster.

Build Understanding:

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

Close Read:

Social Studies Grade 3

<ul style="list-style-type: none">• Cite Text Evidence• By-the-Way Words & Benchmark Vocabulary Reading Analysis: <ul style="list-style-type: none">• Character Analysis WRITING: Write a News Report <ul style="list-style-type: none">• Set the Purpose• Teach and Model• Prepare to Write• Independent Writing Practice:• Share Writing			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth Realize Online Platform <ul style="list-style-type: none">• Games• Videos• Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills• Guided Writing Realize Online Platform <ul style="list-style-type: none">• Games• Videos• Listen to Reading	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Social Studies Grade 3

		<p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	
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Unit Title: Unit 4 Module A: Becoming an Active Citizen

Overview: In this module, students will describe how historical events influenced changes in our society. Students will be able to describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Social Studies

- **6.1.2.CivicsPR.2-** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3-** Analyze classroom rules and routines and describe how they are designed to be fair, consistent, and respectful of the human rights of all people. Processes and rules benefit the common good.
- **6.1.2.CivicsPR.4-** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.1-** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.3-** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.5.CivicsHR.2-** Research and cite evidence for the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
- **6.1.5.CivicsHR.3-** Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- **6.1.5.CivicsHR.4-** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Social Studies Grade 3

- **6.1.5.CivicsCM1-** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.3-** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5GeoPP.6-** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- **6.1.5.HistoryUP.7-** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS ELA Reading

- **RL.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of a **literary** text, referring explicitly to textual evidence as the basis for the answers.
- **RL.CI.3.2.-** Recount in oral and written form key details from a text and explain how they support the theme in literary texts (e.g. fables, folktales and myths from diverse cultures).
- **RL.IT.3.3.-** Describe the development of individual characters' traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- **RL.PP.3.5.-** Distinguish their own point of view from that of the narrator or those of the characters.
- **RL.MF.3.6.-** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- **RI.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CI.3.2.-** Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
- **RI.IT.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.TS.3.4.-** Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic
- **RI.PP.3.5.-**Distinguish their own point of view from that of the author of a text.
- **RI.MF.3.6.-** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.AA.3.7.-** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **RI.CT.3.8.-** Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

NJSLS ELA Reading Foundational Skills

- **L.RF.3.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.3.A-**Identify and know the meaning of the most common prefixes and derivational suffixes.
- **L.RF.3.3.B-**Decode words with common Latin suffixes.
- **L.RF.3.3.C-**Decode multisyllable words.
- **L.RF.3.3.D-**Read grade-appropriate irregularly spelled words.
- **L.RF.3.3.E-**Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.3.4.-** Read with sufficient accuracy and fluency to support comprehension.

Social Studies Grade 3

- **L.RF.3.4.A**-Read grade-level text with purpose and understanding.
- **L.RF.3.4.B**-Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.3.4.C**-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

- **W.AW.3.1**. Write opinion texts to present an idea with reasons and information.
- **W.AW.3.1.A**-Introduce an opinion clearly.
- **W.AW.3.1.B**-Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.
- **W.AW.3.1.C**-Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
- **W.AW.3.1.D**-Provide a conclusion related to the opinion presented.
- **W.WP.3.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.3.4.A**-Identify audience, purpose, and intended length of composition before writing.
- **W.WP.3.4.B**-Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.3.4.C**-With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- **W.WR.3.5.-** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.SE.3.6.-** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.-** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS Foundational Skills: Writing Language

- **L.WF.3.3**. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- **L.WF.3.3.A**-Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- **L.WF.3.3.B**-Capitalize appropriate words in titles.
- **L.WF.3.3.C**-Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- **L.WF.3.3.D**-Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- **L.WF.3.3.E**-Use appropriate pronouns with clear referents.
- **L.WF.3.3.F**-Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- **L.WF.3.3.G**-Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- **L.WF.3.3.H**-Paraphrase a main idea or event in order to vary sentence structure and word use.
- **L.WF.3.3.I**-Organize ideas into paragraphs with main ideas and supporting details.
- **L.KL.3.1**. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.3.1. A**-Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- **L.KL.3.1. B**-Choose words and phrases for effect.
- **L.KL.3.1. C**-Recognize and observe differences between the conventions of spoken and written English.

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- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.VL.3.2.A-**Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.VL.3.2.B-**Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- **L.VL.3.2.C-**Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- **L.VL.3.2.D-**Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

NJSLS ELA Speaking and Listening

- **SL.PE.3.1.** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.1.a.** - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.3.1.b.** - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.3.1.c.** - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.3.1.d.** - Explain their own ideas and understanding in light of the discussion.
- **SL.ES.3.3.** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI3.4.** - 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.
- **SL.UM.3.5.** - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS3.6.** - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).

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Presentational Skills	<ul style="list-style-type: none"> -Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.
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Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.5.CT.4:	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.GCA.1:	Analyze how culture shapes individual and community perspectives and points of view	Culture and geography can shape an individual's experiences and perspectives.

Central Idea/Enduring Understanding: **Social Studies**

- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- The United States democratic system requires active participation of its citizens.
- Immigrants can become and obtain the rights of American citizens.

Essential/Guiding Question: **Social Studies:**

- What are the responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights)?
- How do the actions of Dr. Martin Luther King, Jr., and other civil rights leaders serve as catalysts for social change and inspire social activism in subsequent generations?

Social Studies Grade 3

<ul style="list-style-type: none"> • The world is composed of nations that are similar to and different from the United States. • In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. • Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. • American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. • Cultures struggle to maintain traditions in a changing society. • Prejudice and discrimination can be obstacles to understanding other cultures. • The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Readers understand that literary and informational texts can be used to explore similar topics and ideas. • Writers understand that opinions are supported with reasons and evidence. • Learners understand that active citizens can change the world when they stand up for what they believe in. 	<ul style="list-style-type: none"> • How do the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels? • What is the process by which immigrants become United States citizens? • How is the world divided into many nations that have their own governments, languages, customs, and laws? • How and why is it important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges? <p>Reading/Writing:</p> <ul style="list-style-type: none"> • How do readers learn about a topic through literary and informational texts? • How do writers support their point of view with reasons and evidence?
<p>Content:</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • <i>Back of the Bus</i> by Aaron Reynolds - Tells the story of Rosa Park's arrest from the point of view of a young boy who was riding the bus with his mother on that historic day. • <i>Rosa Parks: Hero of Our Time</i> by Garnet Nelson Jackson - This is a brief biography of the African American who, in refusing to obey a discriminatory rule about bus seating, set off both the Montgomery Bus Boycott and a movement that changed the nation's laws. • <i>Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909</i> by Michelle Markel - Tells the 	<p>Skills(Objectives):</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Fairness • Civil Rights • Human Rights • Prejudice • Conflict • Social Activism • Social Change • Citizen • Civic Responsibility • Immigration • Immigrant • Diverse Cultures

Social Studies Grade 3

story of Clara Lemlich, a young immigrant who changes the lives of women garment workers in New York City by fighting for what she believes in.

- *Below Deck: A Titanic Story* by Tony Bradman - Tells the story about a girl named Grace who travels alone on the Titanic with hopes of meeting her uncle in New York. Grace is excited about experiencing life on board the ship but notices conflict between different classes on the Titanic. When conflict strikes, Grace and others belonging to different classes need to rely on one another to survive.
- *The Little Black-Eyed Rebel* by Will Carleton - Recounts a dramatic incident during the Revolutionary War. Mary Redmond lived in Philadelphia and aided in the secret delivery of letters written home by the men fighting in the American Continental Army.
- Poetry: *Brother Against Brother* by Patricia Murphy, *Dare* by Lauren Salas, & *Where?* by Eleanor Roosevelt

Reading/Writing:

- *Back of the Bus* by Aaron Reynolds - Tells the story of Rosa Park's arrest from the point of view of a young boy who was riding the bus with his mother on that historic day.
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Reading:

- Character
- Real-Life Connections Between Words and Their Use
- Compare and Contrast
- Use Illustrations and Words
- Relationship Between Historical Events
- Point of View
- Main Idea and Key Details
- Real-Life Connections Between Words and Their Use
- Shades of Meaning
- Determine the Central Message
- Parts of Stories
- Parts of Dramas

Writing:

- Write an Opinion About a Story
- Write an Opinion About the Central Message of a Story
- Write Questions
- Write an Opinion Statement
- Write an Introduction
- Write Reasons to Support Opinions
- Organize Ideas to Write an Opinion
- Use Linking Words or Phrases in an Opinion Piece
- Write a Concluding Statement and Develop a Concluding Section
- Write a Concluding Section
- Write a List of Sources
- Write Notes About a Topic
- Write Notes in Categories
- Write an Outline
- Write a First Draft
- Revise a Draft of an Opinion Essay
- Edit an Opinion Essay
- Publish and Present Opinion Essays

Social Studies Grade 3

<ul style="list-style-type: none"> • <i>Below Deck: A Titanic Story</i> by Tony Bradman - Tells the story about a girl named Grace who travels alone on the Titanic with hopes of meeting her uncle in New York. Grace is excited about experiencing life on board the ship but notices conflict between different classes on the Titanic. When conflict strikes, Grace and others belonging to different classes need to rely on one another to survive. • <i>The Little Black-Eyed Rebel</i> by Will Carleton - Recounts a dramatic incident during the Revolutionary War. Mary Redmond lived in Philadelphia and aided in the secret delivery of letters written home by the men fighting in the American Continental Army. • Poetry: <i>Brother Against Brother</i> by Patricia Murphy, <i>Dare</i> by Lauren Salas, & <i>Where?</i> by Eleanor Roosevelt • <i>Rescue the Pufflings!</i> by Don Abramson - The baby birds may be doomed unless the children can capture them and then let them go. • Readers will explore a topic using both literary and informational texts. • Writers will compose an opinion essay in which their point of view is supported with reasons and evidence. • Learners will identify qualities of active citizenship. 	
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Interdisciplinary Connections:

The text and activities in this unit support being an active citizen and about fairness and equality for all.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Social Studies</p> <p>What does it mean to be a hero? Choose between Rosa Parks and Clara Lemlick: Identify what their actions were that helped change the path of history? What do you think life would be like today if it was not for them?</p> <p>Performance Based Assessment:</p> <ul style="list-style-type: none"> • Opinion Task: Write About People or Characters - Scholars will choose one of the people or characters they read about. They will state and support an opinion about which person or character they think had the greatest effect on the events in the selection. 	<p><u>Other Evidence:</u></p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading • Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary • Writing Keystones: <ul style="list-style-type: none"> ○ Checklists • Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory
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Social Studies Grade 3

<p>Social Studies</p> <p>Turn and Talk: Think about what you read in Below Deck, Brave Girl and Back of the Bus, discuss the unfair treatment of citizens in our country/world from the past. Has our world changed? Do we still see this treatment today?</p>	<ul style="list-style-type: none"> ○ Opinion ● Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Selection Test - Anchor Text ● Performance-Based Assessment - Module A & B ● End-of-Unit Assessment <p>Social Studies</p> <ul style="list-style-type: none"> ● Choose between Clara and Rosa Parks. Create a poster/presentation about how they impacted society's view on a global issue.
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> ● Days 1-3. Read Back of the Bus. <ul style="list-style-type: none"> ○ Discuss how Rosa Park's actions contributed to the civil rights movement. ○ How did discrimination impact people's lives? ○ How did one citizen's actions change the world when they stand up for what they believe in? ● Days 5-9 Read Brave Girl. <ul style="list-style-type: none"> ○ What is an immigrant? ○ Why were people fleeing their country to come to America? ○ Discuss how women were treated in the workforce in the 1900's in America. ○ Discuss how Clara Lemlick's push for women's rights and better work environments help change women's rights in the workplace. ● Days 13-15 Read Below Deck. <ul style="list-style-type: none"> ○ How did your social class affect the way in which you were treated? <p><u>Daily Lesson Components</u></p> <p>READING</p> <p>Daily Lessons</p> <p>Unit 4A</p> <p>Day 1-3 Back of the Bus</p> <p>Day 5-9 Brave Girl</p> <p>Day 13-15 Below Deck</p>	<p><u>Resources:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> ● Anchor Charts ● Social Studies Weekly ● Cooperative Children's Book Center <p>Reading Texts</p> <ul style="list-style-type: none"> ● Brave Girl ● Back of the Bus ● Below Deck <p>Social Studies Resources:</p> <ul style="list-style-type: none"> ● The New Jersey Amistad Commission Interactive Curriculum ● NJ Commission on Holocaust Education ● Learning for Justice <p>Disabilities Law Resources:</p> <ul style="list-style-type: none"> ● GLSEN Educator Resources ● Respect Ability: Fighting Stigmas, Advancing Opportunities

Social Studies Grade 3

Build Understanding: <ul style="list-style-type: none">• Set the Purpose• Engage Scholars• Read• Turn and Talk Close Read: <ul style="list-style-type: none">• Cite Text Evidence• By-the-Way Words & Benchmark Vocabulary Reading Analysis: <ul style="list-style-type: none">• Character Analysis WRITING: Opinion Writing: Write about People or Characters <ul style="list-style-type: none">• Set the Purpose• Teach and Model• Prepare to Write• Independent Writing Practice:• Share Writing			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading Text Club Routines TR24-27	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading Text Club Routines TR24-27	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills• Guided Writing	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Social Studies Grade 3

Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Realize Online Platform <ul style="list-style-type: none"> Games/Videos Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance - Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check <p>ReadyUp! Intervention</p>	
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Unit Title: Marking Period 4: Citizenship and Local Government
Unit 4 Module B: Becoming an Active Citizen

Overview: In this module, students will gain a better understanding of government, the role of the branches of government, democracy, becoming an active citizen, and understanding the fundamental rights that are guaranteed by the United States Constitution, and the Bill of Rights.

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Social Studies

- **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.government.
- **6.1.5.CivicsPI.6-** Distinguish the roles and responsibilities of the three branches of the national
- **6.1.5.CivicsPI.7-** Explain how national and state governments share power in the federal system of government.
- **6.1.5.CivicsPI.8-** Describe how the United States Constitution defines and limits the power of government.
- **6.1.5.CivicsPI.9-** Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

Social Studies Grade 3

- **6.1.5.CivicsPD.1-**Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- **6.1.5.CivicsPD.2-** Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- **6.1.5.CivicsPD.3-** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsPD.4-** Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
- **6.1.5.CivicsCM.6-** Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- **6.1.5.HistoryCC.1-** Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- **6.1.5.HistoryCC.2-** Use a variety of sources to illustrate how the American identity has evolved over time.

NJSLS ELA Reading

- **RL.TS.3.4.-** Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RL.PP.3.5.-** Distinguish their own point of view from that of the narrator or those of the characters.
- **RI.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CI.3.2.-** Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
- **RI.IT.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.TS.3.4.-** Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
- **RI.PP.3.5.-** Distinguish their own point of view from that of the author of a text.
- **RI.MF.3.6.-** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.AA.3.7.-** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **RI.CT.3.8.-** Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

NJSLS ELA Reading Foundational Skills

- **L.RF.3.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.3.A-**Identify and know the meaning of the most common prefixes and derivational suffixes.
- **L.RF.3.3.B-**Decode words with common Latin suffixes.
- **L.RF.3.3.C-**Decode multisyllable words.
- **L.RF.3.3.D-**Read grade-appropriate irregularly spelled words.
- **L.RF.3.3.E-**Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.3.4.-** Read with sufficient accuracy and fluency to support comprehension.

Social Studies Grade 3

- **L.RF.3.4.A**-Read grade-level text with purpose and understanding.
- **L.RF.3.4.B**-Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.3.4.C**-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

- **W.AW.3.1**. Write opinion texts to present an idea with reasons and information.
- **W.AW.3.1.A**-Introduce an opinion clearly.
- **W.AW.3.1.B**-Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.
- **W.AW.3.1.C**-Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
- **W.AW.3.1.D**-Provide a conclusion related to the opinion presented.
- **W.WP.3.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.3.4.A**-Identify audience, purpose, and intended length of composition before writing.
- **W.WP.3.4.B**-Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.3.4.C**-With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- **W.WR.3.5.-** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.SE.3.6.-** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.-** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS Foundational Skills: Writing Language

- **L.WF.3.3**. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- **L.WF.3.3.A**-Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- **L.WF.3.3.B**-Capitalize appropriate words in titles.
- **L.WF.3.3.C**-Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- **L.WF.3.3.D**-Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- **L.WF.3.3.E**-Use appropriate pronouns with clear referents.
- **L.WF.3.3.F**-Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- **L.WF.3.3.G**-Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- **L.WF.3.3.H**-Paraphrase a main idea or event in order to vary sentence structure and word use.
- **L.WF.3.3.I**-Organize ideas into paragraphs with main ideas and supporting details.
- **L.KL.3.1**. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.3.1. A**-Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- **L.KL.3.1. B**-Choose words and phrases for effect.
- **L.KL.3.1. C**-Recognize and observe differences between the conventions of spoken and written English.

Social Studies Grade 3

- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.VL.3.2.A-**Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.VL.3.2.B-**Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- **L.VL.3.2.C-**Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- **L.VL.3.2.D-**Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

NJSLS ELA Speaking and Listening

- **SL.PE.3.1.** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.1.a.** - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.3.1.b.** - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.3.1.c.** - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.3.1.d.** - Explain their own ideas and understanding in light of the discussion.
- **SL.ES.3.3.** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI3.4.** - 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.
- **SL.UM.3.5.** - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS3.6.** - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).

Social Studies Grade 3

Presentational Skills	<ul style="list-style-type: none"> -Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.
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Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process.	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

Central Idea/Enduring Understanding:

Social Studies:

- Rules and laws are developed to protect people's rights and the security and welfare of society.

Essential/Guiding Question:

Social Studies:

- How do rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good?

Social Studies Grade 3

<ul style="list-style-type: none"> • 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 side 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 behalf of the people. • The United States democratic system requires active participation of its citizens. • The world is composed of nations that are similar to and different from the United States. • American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. • The cultures which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Readers understand that texts contain main ideas and details that support them. • Writers understand that reasons, linking words and phrases, and a conclusion strengthen an opinion. • Learners understand that different types of governments around the world have varied structures and processes. 	<ul style="list-style-type: none"> • How are fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) and contribute to the continuation and improvement of American democracy? • How have “fairness,” “equality,” and the “common good” influenced new laws and policies over time at the local and national levels of the United States government? • How is the United States government organized? • How does the United States Constitution define and check the power of government? • What are the roles and responsibilities of the three branches of the national government? • How do national and state governments share power in the federal system of government? • How does the United States function as a representative democracy? • What are the roles of elected representatives and how do they interact with citizens at local, state, and national levels? • How does government function at the community, county, state, and national levels, how are services provided, and what is the impact of policy decisions made at each level? <p>Reading/Writing:</p> <ul style="list-style-type: none"> • What is the process of creating change at the local, state, or national level? • How is the world divided into many nations that have their own governments, languages, customs, and laws? • How has the American identity evolved over time? • How do an individual’s beliefs, values, and traditions reflect more than one culture?
<p>Content:</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Studies Weekly Week 3: Government Types of Government The United States Government Purpose of Government 	<p>Skills(Objectives):</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Rules and Laws • Community, State, ad National Government • Fundamental Rights • United States Constitution

Social Studies Grade 3

Democratic Principles Unite Americans
Fairness, Equality, and Justice
Rule of Law
The Common Good

- **Studies Weekly Week 7: Citizens**

Becoming a Citizen
Being a Good Citizen
Rights of Citizens
Responsibilities of Citizens
Universal Human Rights
Protecting Human Rights

- **Studies Weekly Week 5: Structure of Government**

Structure of Government
The Branches of Government
How a Bill Becomes a Law
Voting and Elections
State Government
Local Government
Government Services

- *What is a Government?* by Logan Everett and Simon Adams - This text explains in detail what a government is, the various types of government, and the role of a government within a society.
- *Who Really Created a Democracy?* by Amie Jane Leavitt - The ancient Greeks and the American colonists struggle to find a voice in government. Both players are driven to build a government run by the people.
- *A More Perfect Union: The Story of Our Constitution* by Betsy and Giulio Maestro - The text chronicles the creation and ratification of the Constitution of the United States.

Reading/Writing:

- *What is a Government?* by Logan Everett and Simon Adams - This text explains in detail what a government is, the various types of government, and the role of a government within a society.
- *Who Really Created a Democracy?* by Amie Jane Leavitt - The ancient Greeks and the American colonists struggle to find a voice in government. Both players are driven to build a government run by the people.
- *A More Perfect Union: The Story of Our Constitution* by Betsy and Giulio Maestro - The

- Bill of Rights
- Democracy
- Branches of Government
- Elected Representatives
- Services
- Nations

Reading:

- Main Ideas and Details
- Text Features and Search Tools
- Distinguish Points of View
- Literal and Nonliteral Meanings
- Text Features and Search Tools
- Historical Events
- Word Relationships
- Academic and Domain-Specific Words
- Word Relationships
- Distinguish Points of View
- Compare and Contrast
- Main Ideas and Details

Writing:

- Write Different Points of View
- Write an Opinion About an Opinion Genre
- Write About Reading
- Write an Introduction
- State an Opinion
- Support an Opinion with Reasons
- Use an Organizational Structure to Write an Opinion
- Add Linking Words to Connect Ideas
- Write a Concluding Statement
- Write a Concluding Section
- Gather Information to Write an Opinion
- Take Notes on Key Facts and Details
- Rewrite and Sort Notes into Categories

Social Studies Grade 3

<p>text chronicles the creation and ratification of the Constitution of the United States.</p> <ul style="list-style-type: none"> • Readers will use details in texts to determine the main ideas. • Writers will state and support their opinion including linking words and phrases and a strong conclusion. • Learners will demonstrate understanding that governments around the world differ. 	
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Interdisciplinary Connections:

Students will learn about geography, write to respond to text, and write for a variety of purposes and audiences. Students will be able to apply their knowledge about government and the United States Constitution. Students will connect core values to the writing of the constitution.

Stage 2: Assessment Evidence

Performance Task(s):

Social Studies:

Create their own country. Create a constitution for your new country. What laws and rules would you have for citizens of your country?

Studies Weekly Assessments

Performance Based Assessment:

- **Opinion Task:** Write About Our Government - Scholars will research the various ways that governments help their people. They will combine what they learned on pg. 4-5 of *What is a Government?* with their research to state and support their opinion on which aspect of government they think is most important.
- **Scholars will:**
 - introduce the topic they are writing about and state their opinion.
 - create an organizational structure listing reasons that support their opinion.
 - use linking words and phrases (e.g., *because, therefore, since, for example*) to connect their opinion and reasons.
 - provide a strong conclusion.

Self Assessment

Turn and Talk: What is the role of the government?

Other Evidence:

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Social Studies

- What is democracy? What is the importance of the Constitution and Bill of Rights?
- End of Year Benchmark

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Social Studies:

- Day 1-6 Read What is a Government?

Resources:

Social Studies:

- Anchor Chart

Social Studies Grade 3

- Discuss what educational activities the government might support.
- Is healthcare important to all governments?
- How does the government show that it is interested in protecting the environment as well as people?
- Describe how different ancient civilizations govern themselves.
- Explain and identify different types of government and who is in control.
- How does the role of citizens play in changing various types of government?
- What can a citizen do to get their voice heard beyond voting in elections?
- Day 7-10 Read Who Really Created Democracy?
 - Identify how the ancient Greeks and the American colonists struggled to find a voice in government.
 - How did both the American colonists and the Greeks build their governments?
- Days 12-15 Read A More Perfect Union.
 - Understand how and why the Constitution was written.
 - What is its purpose?

Daily Lesson Components

READING

Daily Lessons

Unit 4B

Days 1-6: What is Government?

Days 7-10: Who Really Created Democracy?

Days 12-15: A More Perfect Union

Build Understanding:

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

Close Read:

- Cite Text Evidence
- By-the-Way Words & Benchmark Vocabulary

Reading Analysis:

- Character Analysis

- Social Studies Weekly
- [*Cooperative Children's Book Center*](#)

Reading Texts

- What is Government?
- Who Really Created Democracy
- A More Perfect Union

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

Social Studies Grade 3

WRITING: Opinion Task- Write about our Government <ul style="list-style-type: none">• Set the Purpose• Teach and Model• Prepare to Write• Independent Writing Practice:• Share Writing			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth Realize Online Platform <ul style="list-style-type: none">• Games• Videos• Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills• Guided Writing Realize Online Platform <ul style="list-style-type: none">• Games• Videos• Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">• Unlock the Text• Unlock the Writing• Performance - Based Assessment Lesson	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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		Scaffolded Instruction - Strategic Support If...then...Quick Check	
		ReadyUp! Intervention	

Unit Title: Holidays/Observances/Events

Overview: This unit of study focuses on the recognition of the nuances of one's own and other cultures. Students will engage in the quest to use academic, experiential, and interpersonal skills to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups of people.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

- **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.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.Civic.DP.1:** Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- **6.1.5.CivicsDP.2:** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- **6.1.5.CivicsPR.1:** Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- **6.1.5.CivicsPR.2:** Describe the process by which immigrants can become United States citizens.
- **6.1.5.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).
- **6.1.5.CivicsHR.2:** Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- **6.1.5.CivicsHR.3:** Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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- **6.1.5.CivicsCM.2:** Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **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.5:** Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- **6.1.5.GeoPP.6:** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- **6.1.5.GeoGI.1:** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- **6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- **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.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.HistoryCC.7:** Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- **6.1.5.HistoryCC.12:** Determine the roles of religious freedom and participatory government in various North American colonies.
- **6.1.5.HistoryCC.13:** Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- **6.1.5.HistoryCC.15:** Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- **6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- **6.1.5.HistoryUP.2:** Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- **6.1.5.HistoryUP.4:** Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- **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.

NJSLS ELA Reading:

- **RI.CR.3.1.** - Ask and answer questions, and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

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- **RI.CI.3.2.** - Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
- **RI.IT.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.TS.3.4.** - Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '
- **RI.PP.3.5.** - Distinguish their own point of view from that of the author of a text.
- **RI.MF.3.6.** - Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.AA.3.7.** - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **RI.CT.3.8.** - Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

NJSLS ELA Writing

- **W.AW.3.1.** Write opinion texts to present an idea with reasons and information.
- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.3.3.** - Write narratives to develop real or imagined experiences or events with basic story elements.
- **W.WP.3.4.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.3.5.** - Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.SE.3.6.** - Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.** - Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS ELA Speaking and Listening

- **SL.PE.3.1.** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.1.a.** - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.3.1.b.** - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.3.1.c.** - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.3.1.d.** - Explain their own ideas and understanding in light of the discussion.
- **SL.ES.3.3.** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI3.4.** - 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.

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- **SL.UM.3.5.** - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS3.6.** - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.	Culture and geography can shape an individual's experiences and perspectives.

Central Idea/Enduring Understanding:

Scholars will...

- **Hispanic Heritage Month** –
 - o Explain and identify the contributions, cultures, and history of the American Latino community.
 - o Discuss Americans who have made contributions to American society and culture who have roots in Spain, Mexico, Central America, South America and the Spanish speaking nations of the Caribbean.
- **Labor Day**
 - o Identify the Labor movement and its dedication to the social and economic achievements of American workers.
 - o Discuss the contributions that workers have made to the strength, prosperity and well being of the country.
- **Commodore Barry Day** –

Essential/Guiding Question:

Why do we celebrate these holidays?

- **Hispanic Heritage Month**-9/15 thru 10/15
- **Labor Day** - First Monday of September
- **Commodore Barry Day** - September 13th
- **Constitution Day** - September 17th
- **National Indigenous People Day** - October 12th
- **Veteran's Day** - November 11th
- **Thanksgiving** - Fourth Thursday in November
- **Muslim Heritage Month** - January
- **Dr. Martin L. King, Jr. Day** - Third Monday in January
- **Holocaust Remembrance Day** - January 27th
- **Black History Month** - Month of February
- **Freedom Day** - February 1st
- **Presidents' Day** - 3rd Monday of February
- **Women's History** - Month of March
- **Celebrate Diversity Month** - Month of April
- **Emancipation Day** - April 16th
- **Earth Day** - April 22nd
- **Arbor Day**
- **Asian American Pacific Islander (AAPI) Heritage Month** - Month of May

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- o Identify advances made in naval ships.
- Constitution Day –
 - o Demonstrate an understanding that citizens have a responsibility to follow rules and laws.
 - o Explain how the Constitution describes how the United States government is organized.
- National Indigenous Peoples' Day -
 - o It's celebrated on the second Monday of October.
 - o Indigenous Peoples' Day recognizes that Native people are the first inhabitants of the Americas, including the land they inhabited.
- Veteran's Day –
 - o Identify the importance of memorials.
 - o Recognize the sacrifice our veterans make for our freedoms.
 - o Explain the difference between Memorial Day and Veteran's Day.
- Thanksgiving Day –
 - o Identify the origin and importance of Thanksgiving.
 - o Express his/her feeling of gratitude through written expression.
- Muslim Heritage Month -
 - o Celebrate Islam's rich and diverse culture, and foster an understanding of Islamic contributions in science, mathematics, art, and literature.
- Dr. Martin L. King, Jr. Day –
 - o Identify the accomplishments of Dr. King.
 - o Discuss the impact of Dr. King's speech.
 - o Describe the accomplishments of famous African Americans.
- Holocaust Remembrance Day –
 - o Explain antisemitism, racism, and other forms of intolerance that may lead to group targeted violence.
 - o Discuss the causes and consequences of this episode in history to strengthen the resilience

- **Memorial Day** - Last Monday of May
- **Flag Day** - June 14th
- **Juneteenth** - June 17th

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of young people against the ideologies of hatred.

- Black History Month –
 - Research and discover the accomplishments of various African Americans.
- Freedom Day –
 - Describe what freedom means to them.
 - Demonstrate an understanding of their rights and responsibilities in different situations, i.e., as a student, family member, citizen.
- Presidents' Day –
 - Explain Presidents' Day and the achievements made by present and past presidents.
 - Identify the successes of George Washington and Abraham Lincoln
- Women's History –
 - Explain the accomplishments of various famous American females.
- Arbor Day –
 - To promote a better knowledge of trees particularly indigenous trees.
 - To stress the necessity for everyone to plant trees and care for them.
 - To highlight the vital role of trees in our lives.
- Celebrate Diversity Month –
 - Recognize that the world is rich with diversity, which is reflected in the observances celebrated by its various cultures and populations.
- Emancipation Day –
 - Discuss the meaning of slavery and describe ways people gained their freedom.
 - Compare and contrast the traditions of different cultures.
 - Identify ways to make the world a better place.
 - Recognize that real people have demonstrated responsible leadership and identify characteristics that have made them good examples.

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<ul style="list-style-type: none">● Asian American Pacific Islander Heritage Month<ul style="list-style-type: none">○ Explain the contributions and influences made by Asian Americans and Pacific Islander Americans to the history, culture and achievements of the United States.● Memorial Day –<ul style="list-style-type: none">○ Demonstrate an understanding of the sacrifices people have made so that we can have the rights and freedoms we do today.○ Identify symbols of the United States and describe their importance.● Flag Day –<ul style="list-style-type: none">○ Explain the symbolism of the American Flag.○ Compare and contrast the past American flags to our flag today.○ Identify the customs and traditions surrounding the flag.● Juneteenth –<ul style="list-style-type: none">○ Explain the basic concepts of diversity, tolerance, responsibility and respect for others.○ Discuss racism and discrimination and the end of slavery.○ Explain the Emancipation Proclamation and how it was implemented.○ Explain the contributions of Frederick Douglas.	
<p><u>Content:</u></p> <ul style="list-style-type: none">● Hispanic Heritage Month is observed from September 15th through October 15th to recognize the contributions and influence of Hispanic and Latinx Americans in the United States.● Labor Day is observed on the first Monday of September that honors the labor movement and is dedicated to the social and economic achievements of American workers.● Commodore John Barry was an important figure in American history. He is known as “The Father of the American Navy”. He was given the important task of putting together	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none">● Civil Rights● Freedom● Oppression● Symbols of Freedom● Famous American Women● Women’s Suffrage● Cultural Diversity

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our navy as the American colonies were fighting for independence from England and was made a Captain in the Continental Navy. Commodore Barry remained head of the navy until his death on September 13, 1803. The Commodore Barry Bridge, in honor of Commodore John Barry, opened in 1974 which crosses the Delaware River connecting Pennsylvania and New Jersey.

- Constitution Day is observed on September 17 to commemorate the signing of the Constitution on September 17, 1787. Delegates to the Constitutional Convention met for the last time to sign the document.
- National Indigenous Peoples Day, an alternative celebration to Columbus Day, gives recognition to the indigenous populations affected by colonization.
- Veteran's Day is a national holiday celebrated on November 11 to honor military veterans for their service. "World War I – known at the time as "The Great War" - officially ended when the Treaty of Versailles was signed on June 28, 1919, in the Palace of Versailles outside the town of Versailles, France. However, fighting ceased seven months earlier when an armistice or temporary cessation of hostilities, between the Allied nations and Germany went into effect on the eleventh hour of the eleventh day of the eleventh month. For that reason, November 11, 1918, is generally regarded as the end of "the war to end all wars."
- Thanksgiving is a yearly holiday marked by feasts and family gatherings. The **Pilgrims** of the **Plymouth Colony** held the first Thanksgiving in 1621. They had landed in America on their ship, the **Mayflower**, in December 1620. Finally, in 1863, President **Abraham Lincoln** proclaimed a national day of Thanksgiving. In December 1941 Congress officially named the fourth Thursday in November as Thanksgiving Day.
- Muslim Heritage Month - Celebrate Islam's rich and diverse culture, and foster an

- Heroes/Trailblazers
- Famous African American Inventors
- The Constitution of the United States
- Rules
- Patriotism
- Customs
- Rights and Responsibilities
- Constitution of the United States
- Memorials

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understanding of Islamic contributions in science, mathematics, art, and literature.

- Dr. MLK, Jr. Day is an American federal holiday honoring the birthday of Dr. King which is celebrated on the third Monday in January. It is a time when the nation pauses to remember the life and work of Dr. King.
- Holocaust Remembrance Day is observed on January 27th to teach tolerance and condemn religious intolerance and harassment against persons or communities based on ethnic origin or religious belief.
- Black History Month was created to focus attention on the contributions of African Americans to the United States. It honors all Black people from all periods of U.S. history, from the enslaved people first brought over from Africa in the early 17th century to African Americans living in the United States today.
- National Freedom Day is an observance in the United States that honors the signing of a resolution that proposed the 13th amendment of the nation's constitution on February 1, 1865. Abraham Lincoln, who was the president at the time, signed the resolution to outlaw slavery. This anniversary is annually observed on February 1.
- Presidents' Day is a federal holiday observed on the third Monday of February to honor both George Washington and Abraham Lincoln and all of the past and present presidents.
- Women's History month is celebrated to honor the important contributions to history, culture, society and history. It has been observed annually in the month of March in the United States since 1987.
- Arbor Day is celebrated on the last Friday in April. It is a holiday that celebrates nature and planting trees.
- Celebrate Diversity Month

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Designated to celebrate, understand, recognize diversity, and appreciate each other.

- Emancipation Day is when the government declared that slavery was against the law with the signing of the Compensated Emancipation Act, by president Abraham Lincoln on April 16, 1862. The people taken from Africa and their descendants (the children, grandchildren and great-grandchildren) could no longer be bought or sold and kept as slaves.
- Earth Day is celebrated on April 22. Earth Day is meant to create awareness of environmental issues and also a time for communities to come together to make a positive impact on the environment.
- Asian American Pacific Islander Heritage Month is observed during the month of May to recognize the contributions and influence of Asian Americans and Pacific Islander Americans to the history, culture, and achievements of the United States.
- Memorial Day is observed on the last Monday of May. It commemorates all men and women who have died in military service for the United States.
- Flag Day is celebrated on June 14 in the United States. It commemorated the adoption of the flag of the United States of America.
- Juneteenth is a celebration commemorating the ending of slavery in the United States. The Emancipation Proclamation became official on January 1, 1863 but it wasn't until June 19, 1865 that the news reached Galveston, Texas that all enslaved were now free.

Interdisciplinary Connections:

The discussions/activities in this unit emphasize character education initiatives, art and cultural celebrations, recognize and celebrate various cultures through month-long acknowledgement, word language awareness, climate and environmental conservation.

Stage 2: Assessment Evidence

Performance Task(s):

- **Written Products**
 - o Interviews
 - o Journal Responses

Other Evidence:

- Rubrics

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<ul style="list-style-type: none"> o Learning Logs o Lists o Graphic Organizers o Exit Tickets o Quizzes ● Artistic Products <ul style="list-style-type: none"> o Posters, Charts, o Graphs, Diagrams o Projects o Illustrations with Captions o Murals, Dioramas, Collages o Photographs ● Multiple-form Products (Writing, Drawing, and Speaking) <ul style="list-style-type: none"> o Oral Presentations o Debates o Role Play o Reenactments 	<ul style="list-style-type: none"> ● Teacher Observation and Anecdotal Notes ● Class and Group Discussion ● Student Participation - Individual and Group ● Cooperation ● Collaboration
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Hispanic Heritage Month</u></p> <ul style="list-style-type: none"> ● Collaborative Mural: Students look up notable people and draw a picture and find a quote they have said. Display as a large mural inside or outside the classroom. ● Listen to <i>Rene Has Two Last Names</i> by Rene Colato Lainez. Where is Rene from and why does he have two last names? Why is it important to learn about different cultures? ● Read aloud <i>Separate Is Never Equal</i> by Donald Tonatiuh. What is the injustice that the Mendez family faces? Explain to students that they are going to write a letter to Sylvia to show that they want to support her and be her friend or ally. They should think about the following: What can you say to make Sylvia feel better? How are you going to support her and be her friend? What advice can you give her? <p><u>Labor Day</u></p> <ul style="list-style-type: none"> ● Community Helpers: Write thank you cards to some of your community helpers—police officers, firefighters or paramedics—and then send them to the station. 	<p><u>Resources:</u></p> <p><u>Hispanic Heritage Month</u></p> <ul style="list-style-type: none"> ● https://www.raz-kids.com/main/BookDetail/id/2827 ● [English] Rene Has Two Last Names / Rene tiene dos apellidos - Read aloud, read along ● https://www.rif.org/literacy-central/material/separate-is-never-equal-read-aloud-video ● EPIC Reading: <i>Separate Is Never Equal</i> by Donald Tonatiuh. <p><u>Labor Day</u></p> <ul style="list-style-type: none"> ● https://www.thenaturalhomeschool.com/free-printable-community-helpers-thank-you-cards.html?utm_medium=social&utm_source=pinterest&utm_campaign=tailwind_tribes&utm_content=tribes&utm_term=1036786578_47928566_104907
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- Watch the PBS video *Labor Day I All About the Holiday*. What is the history of Labor Day? What is a union and how did they help the working class?

Commodore Barry

- Discuss the contributions Commodore John Barry made to the United States and that he is known as the father of the United States Navy. Show students pictures of ships used during the Revolutionary War. Discuss with students the difficulty of sailing during that time. Using a Venn diagram, have students compare ships of the revolutionary time to those of today.

Constitution Day

- Read aloud: Constitution Day on EPIC books.
- Create a class constitution
- Use a graphic organizer to list causes and effects of the Constitution on our new nation.
- Via the Internet, view an original copy of the **United States Constitution** and discuss the importance of this document.

Indigenous Peoples' Day

- Listen to: Indigenous Peoples on EPIC , discuss what indigenous means
- Learn about the indigenous people of the area: Lenni Lenape, research about the Lenape and share with the class.
- Choose an indigenous group to research and present.
- Compare and contrast Native Americans from the past to the present.

Veteran's Day

- Discuss with students the difference between Memorial Day and Veteran's Day. Have students participate in a "Reader's Theater" about Veteran's Day.
- Read aloud *Veterans: Heroes in our Neighborhood* by Valerie Pfundstein. Discuss the difference between Veteran's

- <https://why.pbslearningmedia.org/resource/98318600-2348-499a-8727-5376258e761e/labor-day-all-about-the-holidays>

Commodore Barry

- Venn Diagram
- <https://www.youtube.com/watch?v=rQUJkfUMJjs>
- <https://www.theconstitutional.com/blog/2020/02/19/commodore-john-barry-one-americas-founding-fathers>

Constitution Day

- Epic Books: Constitution Day [Epic | The Leading Digital Library for Kids ...](#)
- We the Kids by David Catrow: <https://youtu.be/a-zzo5PrTKc>
- <http://my.hrw.com/nsmedia/intgos/html/igo.htm>
- <https://www.archives.gov/founding-docs/constitution>
- Shh! We're Writing the Constitution [Schoolhouse Rock! The Preamble - YouTube](#)

Indigenous Peoples' Day

- [Project 562](#)
- Indigenous Peoples, By: Robin Koontz
- The Lenape, By: Michael DeMocker
- [Epic | The Leading Digital Library for Kids ...](#)
- Fry Bread, By: Kevin Noble Maillard
- When We Were Alone, By: David A. Robertson
- Thunder Boy By: Sherman Alexie
- Molly of Denali [PBS KIDS](#)
- The Athabascans Old Ways and New Ways (Ready Gen)
- <https://youtu.be/uxNDKlh-V>

Veteran's Day

- https://www.ducksters.com/holidays/veterans_day.php
- https://www.ducksters.com/kidsnews/11-11-11_veterans_day.php
- *Veterans: Heroes in our Neighborhood* by Valerie Pfundstein

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Day and Memorial Day. Create a bulletin board of family members who have served or are still serving.

- Create various visual presentations, collages, posters, bulletin boards etc., that represent various American symbols and patriotism.

Thanksgiving

- Create a play using the Pilgrim-English translator and then perform it for the class.
- Write a gratitude poem, featuring a different letter in each line of the poem (I am thankful for baseballs and bats / and chocolate and cats). Challenge them to build to a big finish, listing the most important things in the last line. Tell them that they can break form to do this, using words that start with different letters. Collect students' work, photocopy, and create a Gratitude Book for them to take home.
- Research Global Celebrations-There are different types of Thanksgiving celebrations in countries all over the world, including China, France, Great Britain, Greece, India, Israel, and Japan. Usually, these celebrations take place around harvest time. If you can, take your class to the library, divide them into teams and assign each team a country. Ask them to research the harvest festival in their assigned country, and have them present a list of facts or a paragraph about the celebration.

Muslim Heritage Month

- Gain a deeper understanding of Muslim Heritage by reading about the month and activities of Ramadan.
- Learn about the the origin of World Hijab Day
- Read the book "Golden Domes and Silver Lanterns".
- Read the book "Proudest Blue". Have students discuss and reflect based on specific questions in the lesson plan.

(or similar book)

- <https://www.scholastic.com/teachers/collection/s/teaching-content/veterans-day/>
- <https://www.va.gov/opa/vetsday/docs/schoolkit.pdf>

Thanksgiving

- <https://www.scholastic.com/teachers/unit-plans/2017/first-thanksgiving-teaching-guide-grade-s-3-5/>
- <https://www.scholastic.com/teachers/articles/teaching-content/feast-thanksgiving-ideas-and-crafts/>
- <https://kids.britannica.com/kids/article/Thanksgiving/353852>

Muslim Heritage Month

- <https://mhmcoalition.org/class-room-resources/>
- <https://www.teachingwhilemuslim.org/muslimheritage>

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Dr. Martin Luther King, Jr.

- Read and discuss the contributions of Dr. Martin Luther King, Jr.
- Students choose a famous African-American to research. Students use library resources, articles, and Internet sites such as Wikipedia to learn about the person. Students write a biographical journal entry pretending to be this famous person, and create a picture depicting the person. Students may also provide a simple timeline of the person's life. Students may opt to work in pairs or small groups. Assemble journal entries into a class book.

Holocaust Remembrance Day

- Read aloud *Benno and the Night of Broken Glass* by Meg Wivvot. Students will discuss how people can live together in spite of cultural and religious differences.
- Read aloud *Mindful Mentality: Tolerance* by Veronica B. Wilkins. What does tolerance and inclusion mean to you? How do you show tolerance? How do you feel when someone is prejudiced against you?

Black History Month

- As the civil rights movement progressed over several decades, many key events helped to shape the outcome. For this activity, you should first hold a discussion with your students about the definitions of *civil rights* and *social movements*.
- Explain that *civil rights* are written and unwritten rights provided to anyone who is a U.S. citizen or who belongs to a civil society. A *movement* includes activities undertaken by a group of people to achieve change. Then, distribute this [worksheet](#) and have your students fill in details about nine key events of the civil rights movement based on outside research. Once complete, your class could work in groups to cut out each event; place them in chronological order; and glue, paste, or tape them to a

Dr. Martin Luther King, Jr.

- Martin Luther King, Jr. Biography
- Back of the Bus (ReadyGen)
- List of famous African-Americans
- [Timeline](#)

Holocaust Remembrance Day

- EPIC reading: Benno and the Night of Broken Glass by Meg Wivvot.
- EPIC reading: Mindful Mentality: Tolerance by Veronica B. Wilkins.

Black History Month

- <https://s3.amazonaws.com/prod-hmhco-vmg-cr-aftcms-public/black-history-month-timeline.pdf>
- *Rosa Parks Hero of Our Time* by Garnet Nelson Jackson (ReadyGen)
- *Back of the Bus* by Aaron Reynolds (ReadyGen)
- <https://theundefeated.com/features/the-undefeated-44-most-influential-black-americans-in-history/#quincy-jones>

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piece of paper; to hand in the classroom or the hallway.

- Follow the leader: Discuss the traits of a good leader together. What makes a good leader? How does a leader act? What does a leader do? Then have students choose an African American past or present day leader and write an autobiography or profile about him or her. Encourage your students to be creative, making posters or books, or illustrating their writing with photographs or drawings. Have students share their work with the whole class

Freedom Day

- In cooperative groups create a collage that reflects the meaning of “Life, Liberty, and the Pursuit of Happiness.”
- Discuss with students the concept of rights. What does it mean? What rights do they have in the family, school, and community context?
- Use the link www.inspiremykids.com
- How do you think African-Americans felt when President Lincoln outlawed slavery?
- Why is freedom so important to our country

Presidents’ Day

- Watch the TedEd video *Inventing the American Presidency* by Kenneth C. Davis. How did Presidents’ Day evolve and why do we have a president?
- Choose either George Washington or Abraham Lincoln and create a book focusing on the period when they were president. Create pictures and sentences for each page.

Women’s History

- Using a variety of research tools, e.g., internet, library, prepare and present a research report on a famous Woman in History.
- Read aloud *The Story of Ruby Bridges* by Robert Coles. Discuss her actions and courage. Have students write a friendly

Freedom Day

- Collage/create a poster about what freedom means.
- www.inspiremykids.com
- Reading Rainbow: Follow the Drinking Gourd
- <https://youtu.be/eVjklXQLKFM>
- Henry’s Freedom Box
- <https://youtu.be/zvSBEBI483U>

Presidents’ Day

- <https://ed.ted.com/lessons/inventing-the-american-presidency-kenneth-c-davis>
- <http://www.historyplace.com/specials/portraits/presidents/index.html>
- <https://www.whitehouse.gov/about-the-white-house/presidents/>
- <https://www.ipl.org/div/potus>

Women’s History

- <http://www.angelfire.com/anime2/100import/>
- *The Story of Ruby Bridges* by Robert Coles (or similar book)
- <https://imaginationsoup.net/family-timeline-accordion-book-with-recycled-materials/>
- <https://www.yahoo.com/lifestyle/makers#>

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letter to Ruby Bridges explaining why they think what she did was important.

- Create an accordion book about important women throughout from the past to the present.
- Watch the *Makers* documentaries created by PBS and have student's reflect on them in their journals.

Celebrate Diversity Month

- Listen to: EPIC Books: What is Diversity?
- Create a diversity quilt: students can share something that represents them and their family, students can write about their culture and explain why they chose the images for their quilt piece.
- Have a world map adventure. Locate on the world map where your students' families originally came from and students can choose a country to research about and present to the class.
- Students can use a venn diagram to compare how they are the same and contrast how they are different.
- Students can create posters about their own interests.

Emancipation Day

- Using a variety of research tools, e.g., internet, library, etc., prepare a research report on a famous African American.
- Recreate an Emancipation Day Parade or create your own freedom parade as an in-school parade, a small classroom parade, or stage the parade outside on the playground. Have students plan a parade that includes parade rules and regulations, an elected Grand Marshall, a musical band/ music, banners and signs that depict what freedom means to them, marchers, an audience, and if possible a guest speaker.
- Read aloud *I've Seen the Promised Land: The Life of Dr. Martin Luther King, Jr.* by Walter Dean Myers. Discuss what the students could do to make their school better. Have students write what they could do to make the world a better place.

Celebrate Diversity Month

- EPIC Books: What is Diversity? [Epic | The Leading Digital Library for Kids ...](#)
- EPIC Books: What Makes Us Unique? By: Dr. Jillian Roberts
- Happy in Our Skin, By: Fran Manushkin https://youtu.be/JaKVgGx4r_U
- Last Stop On Market Street, By: Matt De La Pena <https://youtu.be/QoPS0Ok5Yil>
- It's Ok to Be Different, by Sharon Purtill <https://youtu.be/nnpkZAJ7Bss>

Emancipation Day

- <http://www.factmonster.com/spot/afroambios.html>
- *I've Seen the Promised Land: The Life of Dr. Martin Luther King, Jr.* by Walter Dean Myers (or similar book)

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Earth Day

- Read about the history of Earth Day and ways to protect the environment. (kids.nationalgeographic.com)
- In small groups, have students create and present posters about how to protect the environment.
- Students can choose a topic of interest to research and present to the class. Ex: endangered species and how to protect them, saving the ocean, or about something local to the community.

Arbor Day

- Why are trees important to us? Why do we need trees?
- Using a variety of research tools, prepare and present a report about a type of tree.
- Draw a diagram of a tree with labels explaining the parts of a tree.
- Create an imaginary tree, name the tree, and describe the parts of the tree.

Asian Pacific American Heritage Month

- Discover the countries of Asia and compare them to North America. Students can virtually tour these countries. Make a Venn diagram.
- Read aloud *The Paper Boat: A Refugee Story* by Thao Lam. Students will learn about a family's escape from Vietnam in this wordless book. Students will write text to accompany their pictures. Students can make paper boats and place them in water to see how long they will float.
- Choose an Asian American author and listen to their video. Write a paragraph about the author.

Memorial Day

- Create a Star Spangled Booklet. Include the American Flag, Statue of Liberty, Liberty Bell, United State Capitol, White House, and the Bald Eagle. Tell why each is important and what it means to citizens of

Earth Day

- kids.nationalgeographic.com
- <https://www.earthday.org/>
- The Lorax By: Dr. Seuss
- Michael Recycle By: Ellie Bethel
- About Earth (ReadyGen)

Arbor Day

- <https://www.arborday.org/>
- Arbor Day Square, by Kathryn Gaibraith
- <https://youtu.be/EwclHWCB2tg>

Asian Pacific American Heritage Month

- <https://asiasociety.org/texas/home-adventures-through-asia-japan>
- <https://asiasociety.org/texas/home-adventures-through-asia-china>
- <https://asiasociety.org/texas/home-adventures-through-asia-korea>
- <https://asiasociety.org/texas/home-adventures-through-asia-vietnam>
- <https://asiasociety.org/texas/home-adventures-through-asia-india>
- EPIC reading: *The Paper Boat: A Refugee Story* by Thao Lam.
- <https://www.youtube.com/watch?v=1wu5oKy4m5s>
- <https://www.colorincolorado.org/books-authors/literacy-calendar/celebrating-asian-pacific-american-heritage#authors>

Memorial Day

- <http://bensguide.gpo.gov/35/symbols/index.html>
- <https://www.youtube.com/watch?v=SGdg6cf2TpE>

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the United States. Students will work in cooperative learning groups.

- Watch the short video explaining the important details about Memorial Day to gain a basic understanding of the holiday.

Flag Day

- Read about Flag Day and how it came to be. Discuss why it is important to honor our flag.
- Using a variety of research tools, i.e., internet, library, etc. research the many different versions of the American flag. Compare and contrast the different flags.
- Have students learn how to properly fold an American Flag. Two students will demonstrate with a real flag while another student reads the directions. Students seated will use a paper flag to follow along.
- Read aloud *Why Are There Stripes on the American Flag* by Martha E. H. Rustad. Why does the flag have stars and stripes on it? What does it stand for? Why do we say The Pledge of Allegiance?


Juneteenth

- Explain to students that Juneteenth is a celebration of freedom. One of those freedoms was the freedom to learn. Slaves were kept from learning to read and write until slavery was abolished. Have students select a famous African American inventor and using the internet, research the inventor and invention. Have students depict the invention and write facts about its importance.
- Read aloud *Escape from Slavery: The Boyhood of Frederick Douglas in His Own Words* edited by Michael McCurdy. Have students work in groups and write five facts about Frederick Douglas that they found interesting.
- Watch the video *What is Juneteenth* on YouTube. With a partner, talk about fun facts learned from the video.
- Read aloud *Juneteenth* by Vaunda Micheaux Nelson and Drew Nelson. What

Flag Day

- <http://www.enchantedlearning.com/crafts/flagday/>
- <http://www.ushistory.org/Betsy/flagfact.html>
- <https://www.chamberofcommerce.org/usflag/fold.flag.html>
- EPIC reading: *Why Are There Stripes on the American Flag* by Martha E. H. Rustad.

Juneteenth

- List of African-American inventors and their inventions
- <http://teacher.scholastic.com/activities/bhistory/inventors/>
- *Escape from Slavery: The Boyhood of Frederick Douglas in His Own Words* edited by Michael McCurdy.
(or similar book)
-  What is Juneteenth? Watch a Juneteenth C...
- EPIC reading: *Juneteenth* by Vaunda Micheaux Nelson and Drew Nelson.

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clues help me know when and how people are being treated unfairly? How is my life easier or harder based on who I am and where I was born?

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)
- Social Studies Weekly

Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

**Be sure to only include applicable resources.*

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Utilize technology</p> <p>Provide interest-based learning choices</p> <p>Student-led activities</p> <p>Problem-solve collaboratively using background knowledge, talents, and skills</p> <p>Critical thinking questions</p>	<p>Utilize technology</p> <p>Provide interest-based learning choices</p> <p>Provide student work samples</p> <p>Problem-solve collaboratively using background knowledge, talents, and skills</p> <p>Critical thinking questions</p> <p>Small group instruction</p> <p>General use of varied modalities – kinesthetic, visual, auditory, tactile</p>	<p>Utilize technology</p> <p>Provide interest-based learning choices</p> <p>Provide student work samples</p> <p>Pair with on grade level or higher-achieving students to problem-solve</p> <p>Modify critical thinking questions</p> <p>Small group instruction</p> <p>Specific use of modalities - kinesthetic, visual, auditory, tactile</p> <p>Paired projects with teacher guidance</p> <p>Flexible time allotment</p> <p>Repetition of content</p>	<p>Utilize technology</p> <p>Provide interest-based learning choices</p> <p>Provide student work samples</p> <p>Pair with on grade level or higher-achieving students to problem solve</p> <p>Modify critical thinking questions</p> <p>Small group instruction</p> <p>Specific use of modalities - kinesthetic, visual, auditory, tactile</p> <p>Small group projects with teacher guidance</p> <p>Flexible time allotment</p> <p>Repetition of content</p>

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Pacing Guide

Course Name	Resource	Standards
MP 1		
UNIT 1 Module A Observing the World Around Us 18 days	ReadyGen Literacy Module A PBA- Narrative Writing 18 Days Unit 1 Online Assessment	Social Studies and ELA as determined in previous indicators
Unit 1 Module B Observing the World Around Us (18 Days)	ReadyGen Literacy Module A PBA- Informative Writing (18 Days) Unit 1 Module B Outline Unit Online Assessment: Assessment- MP1	Social Studies and ELA as determined in previous indicators
MP 2		
UNIT 2 Module A Connecting Character, Culture, and Community (18 Days)	ReadyGen Literacy Module A PBA- Narrative Writing (18 Days)	Social Studies and ELA as determined in previous indicators
Unit 2 Module B Connecting Character, Culture, and Community (18 Days)	ReadyGen Literacy Module B PBA- Informative/Explanatory Task (18 Days) Unit Online Assessment: MP2	Social Studies and ELA as determined in previous indicators
MP 3		
Unit 3 Module A: Seeking Explanations (18 days)	ReadyGen Literacy Module A PBA- Informative/Explanatory Task (18 Days) Unit Online Assessment: MP3	Social Studies and ELA as determined in previous indicators
Unit 3 Module B Unit 3 Module A: Seeking Explanations (18 Days)	ReadyGen Literacy Module B PBA- Informative/Explanatory Task (18 Days) Unit Online Assessment: MP3	Social Studies and ELA as determined in previous indicators
MP 4		
UNIT 4 Module A Becoming An Active Citizen (18 Days)	ReadyGen Literacy Module A PBA- Opinion Writing (18 Days)	Social Studies and ELA as determined in previous indicators
Marking Period 4 Social Studies Unit Citizenship and Local Government	End of Year Benchmark ReadyGen Literacy Module B PBA- Opinion Writing (18 Days)	Social Studies and ELA as determined in previous indicators

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MP 1-4		
Holidays/Observances/Events based on the calendar year.	Differentiated based on Holidays/Observances/Events	Social Studies/ELA as applicable in the above document.