

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Social Studies	Grade Level(s): 3rd Grade
BOE Adoption Date: October 2018	Revision Date(s):

ABSTRACT

Students in grade three continue to expand their understanding of citizenship through their study of local, state, and federal laws, as well as the responsibilities of citizens in a diverse global environment. An evaluation of geography includes the expansion of map skills and the impact of natural resources on immigration and the major regions and landmarks of the United States. The role of New Jersey in the American Revolution is explored along with the accomplishments of important people of New Jersey. Students collaborate to investigate basic human rights and the contributions of defenders of human rights to the American way of life. Active citizenship goals include the discussion of bullying and harassment in addition to identification and proposed solutions to a current challenge faced by people of New Jersey. Benchmark assessments are employed to track individual student progress.

TABLE OF CONTENTS

Mission Statement	Page 3
Curriculum and Instruction Goals	Page 3
Philosophy of Shared Curriculum Service	Page 3
How to Read this Document	Page 4
Terms to Know	Page 4
Pacing Guide	Page 6
Curriculum Units	Page 23

Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in [G.R.E.A.T. Instruction](#), the following curriculum and instruction goals direct the conversation.

Goal(s):

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

Philosophy of Shared Curriculum Service

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades Pre-K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJSLS). It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move to the middle and high school levels. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group

work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

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

Terms to Know

1. **Accommodation(s):** *Accommodations* are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.

8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: 3rd Grade Social Studies

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1: Civics, Government and Human Rights	10 weeks	6.1.4.A.1(short review) 6.1.4.A.2 (short review) 6.1.4.A.3 (short review) 6.1.4.A.4 6.1.4.A.5 6.1.4.A.6 6.1.4.A.7 6.1.4.A.8 6.1.4.A.11 6.1.4.A.12 6.1.4.A.13 6.1.4.A.14 6.1.4.A.15 6.3.4.A.1 (short review) 6.3.4.A.2 (short review) 6.3.4.A.3 (short review) NJSLS.W.3.9 NJSLS.RI.3.1 NJSLS.RI.3.2 NJSLS.RI.3.4 NJSLS.SL.3.1 NJSLS.SL.3.4	<ul style="list-style-type: none"> Students will understand how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. (Less than a week) Students will understand how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. (Less than a week) Students will understand how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government. (Less than a week) Students will understand how the United States government is organized and how the United States Constitution defines and checks the power of government. (2 weeks) 	<ul style="list-style-type: none"> Students will be able to explain how laws protect the rights of people, help resolve conflicts. Students will be able to explain how rights guaranteed contribute to the continuation and improvement of American democracy. Students will be able to determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time. Students will be able to explain how the United States government is organized. Students will be able to explain how the United States Constitution defines and checks the power of government. Students will be able to distinguish the roles and responsibilities of the three branches of the national government Students will be able to explain how national and state governments share power. Students will be able to explain how the United States functions as a representative democracy Students will be able to describe the roles of elected representatives Students will be able to explain how elected representatives interact with citizens at different levels. Students will be able to compare and contrast how government functions at the local, state, and national levels. Students will be able to compare and contrast services provided at local, state, and national levels Students will be able to explain the impact of policy decisions made at local, state, and national levels. Students will be able to explain how our rights depend upon all citizens exercising their civic. Students will be able to explain the process of creating change at the local, state, or national level. Students will be able to describe how the world is divided into

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		NJSLS.L.3.1 NJSLS.L.3.2	<ul style="list-style-type: none"> Students will understand the roles and responsibilities of the three branches of the national government. (2 weeks) Students will understand how national and state governments share power in the federal system of government. (1 week) Students will understand 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. (2 weeks) Students will understand how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level. (2 weeks) Students will understand how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. (Less than a week) 	<p>many nations that have their own governments, languages, customs, and laws</p> <ul style="list-style-type: none"> Students will be able to explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. Students will be able to determine what makes a good rule or law and apply this understanding to rules and laws in your school or community. Students will be able to examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials. Students will be able to select a local issue and develop a group action plan to inform school and/or community members about the issue. Students will be able to draw evidence from informational texts to support analysis, reflection, and research. Students will be able to ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Students will be able to determine the main idea of a text. Students will be able to recount the key details and explain how they support the main idea. Students will be able to determine the meaning of general academic and domain-specific words. Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will be able to present information, findings, and supporting evidence. Students will be able to demonstrate command of the conventions

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> Students will understand the process of creating change at the local, state, or national level. (2 weeks) Students will understand the process by which immigrants become United States citizens. (Less than a week) Students will understand how the world is divided into many nations that have their own governments, languages, customs, and laws. (Less than a week) Students will understand how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (Less than a week) Students will understand what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling). (Less than a week) Students will understand the impact of a local issue by considering the perspectives of different groups, including community members and local officials. (Less than a week) 	<ul style="list-style-type: none"> of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> • Students will understand local issues that affect school and/or community members. (Less than a week) • Students will understand how to draw evidence from literary or informational texts to support analysis, reflection, and research. (Throughout the unit) • Students will be able to ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Throughout the unit) • Students will be able to determine the main idea of a text; recount the key details and explain how they support the main idea. (Throughout the unit) • Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (Throughout the unit) • Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse 	

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>partners, building on others' ideas and expressing their own clearly and persuasively. (Throughout the unit)</p> <ul style="list-style-type: none"> Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Throughout the unit) 	
Unit 2: Geography, People and the Environment	10 weeks	6.1.4.B.1 (short review) 6.1.4.B.2 (short review) 6.1.4.B.3 (short review) 6.1.4.B.4 6.1.4.B.5 6.1.4.B.6 6.1.4.B.7 6.1.4.B.8 6.1.4.B.9 6.1.4.B.10	<ul style="list-style-type: none"> Students will understand how to compare and contrast information that can be found on different types of maps and determine how the information may be useful. (Less than a week) Students will understand how to use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, 	<ul style="list-style-type: none"> Students will be able to compare and contrast information that can be found on different types of maps. Students will be able to use physical and political maps to explain how the location has contributed to the spread of a culture. Students will be able to explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. Students will be able to 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. Students will understand how human interaction impacts the

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		6.3.4.B.1 NJSLS.W.3.9 NJSLS.RI.3.1 NJSLS.RI.3.2 NJSLS.RI.3.3 NJSLS.RI.3.4 NJSLS.SL.3.1 NJSLS.SL.3.4 NJSLS.L.3.1 NJSLS.L.3.2	<p>worldwide, have contributed to cultural diffusion and economic interdependence. (Less than a week)</p> <ul style="list-style-type: none"> Students will be able to understand how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. (Less than a week) Students will understand 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. (2 weeks) Students will understand how human interaction impacts the environment in New Jersey and the United States. (2 weeks) Students will understand the characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism. (2 weeks) Students will understand why 	<p>environment in New Jersey and the United States.</p> <ul style="list-style-type: none"> Students will be able to compare and contrast characteristics of regions in the United States. Students will be able to explain why some locations in New Jersey and the United States are more suited for settlement than others. Students will be able to compare ways people choose to use and distribute natural resources. Students will be able to relate advances in science and technology to environmental concerns. Students will be able to identify major cities in New Jersey, as well as in the United States, and the world. Students will be able to explain how geographic and demographic tools can be used to understand cultural differences. Students will be able to draw evidence from informational texts to support analysis, reflection, and research. Students will be able to ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Students will be able to determine the main idea of a text. Students will be able to recount the key details and explain how they support the main idea. Students will be able to describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect. Students will be able to determine the meaning of general academic and domain-specific words. Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>some locations in New Jersey and the United States are more suited for settlement than others. (1 week)</p> <ul style="list-style-type: none"> Students will understand ways people choose to use and distribute natural resources. (1 week) Students will understand how advances in science and technology relate to environmental concerns, and the actions taken to address them. (1 week) Students will understand how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences. (1 week) Students will understand what environmental issues affect local areas. (Less than a week) Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. (Throughout the unit) Students will be able to ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the 	<ul style="list-style-type: none"> Students will be able to present information, findings, and supporting evidence. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>text as the basis for the answers. (Throughout the unit)</p> <ul style="list-style-type: none"> Students will be able to determine the main idea of a text; recount the key details and explain how they support the main idea. (Throughout the unit) Students will be able to 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. (Throughout the unit) Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (Throughout the unit) Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (Throughout the unit) Students will be able to present 	

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (Throughout the unit)</p> <ul style="list-style-type: none"> Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Throughout the unit) 	
Unit 3: Economics, Innovation and Technology	7 weeks	6.1.4.C.4 (review) 6.1.4.C.5 (review) 6.1.4.C.6 (review) 6.1.4.C.7 (review) 6.1.4.C.8 (review) 6.1.4.C.9 (review) 6.1.4.C.10	<ul style="list-style-type: none"> Students will understand how supply and demand influences price and output of products. (Less than a week) Students will understand the role of specialization in the production and exchange of goods and services. (Less than a week) Students will understand the role and relationship among households, businesses, laborers, and governments 	<ul style="list-style-type: none"> Students will be able to describe how supply and demand influences price and output of products. Students will be able to explain the role of specialization in the production and exchange of goods and services. Students will be able to describe the role and relationship among households, businesses, laborers, and governments within the economic system. Students will be able to explain how the availability of private and public goods and services is influenced by the global market and government. Students will be able to illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		6.1.4.C.11 6.1.4.C.12 6.1.4.C.13 6.3.4.C.1 NJSLS.W.3.2 NJSLS.W.3.9 NJSLS.RI.3.1 NJSLS.RI.3.2 NJSLS.RI.3.3 NJSLS.RI.3.4 NJSLS.RI.3.5 NJSLS.SL.3.1 NJSLS.SL.3.4 NJSLS.L.3.1 NJSLS.L.3.2	<p>within the economic system. (Less than a week)</p> <ul style="list-style-type: none"> Students will understand how the availability of private and public goods and services is influenced by the global market and government. (Less than a week) Students will understand how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. (Less than a week) Students will understand how the availability of resources affects people across the world differently. (Less than a week) Students will understand the role of money, savings, debt, and investment in individuals' lives. (1 week) Students will understand the importance of setting long-term goals when making financial decisions within the community. (1 week) Students will understand the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. (1 week) 	<ul style="list-style-type: none"> Students will be able to compare and contrast how the availability of resources affects people across the world differently. Students will be able to explain the role of money, savings, debt, and investment in individuals' lives. Students will be able to explain the importance of setting long-term goals when making financial decisions within the community. Students will be able to explain the impact of ideas, inventions, and other contributions of prominent figures that lived New Jersey. Students will be able to list qualities of entrepreneurs in a capitalistic society. Students will be able to develop and implement a group initiative that addresses an environmental issue impacting children. Students will be able to write informative texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Students will be able to draw evidence from informational texts to support analysis, reflection, and research. Students will be able to ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Students will be able to determine the main idea of a text. Students will be able to recount the key details and explain how they support the main idea. Students will be able to describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect. Students will be able to determine the meaning of general academic and domain-specific words. Students will be able to use text features and search tools to locate

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> • Students will understand the qualities of entrepreneurs in a capitalistic society. (1 week) • Students will understand economic issue impacting children. (1 week) • Students will be able to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (Throughout the unit) • Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. (Throughout the unit) • Students will be able to ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Throughout the unit) • Students will be able to determine the main idea of a text; recount the key details and explain how they support the main idea. (Throughout the unit) 	<p>information.</p> <ul style="list-style-type: none"> • Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • Students will be able to present information, findings, and supporting evidence. • Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> Students will be able to 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. (Throughout the unit) Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (Throughout the unit) Students will be able to use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Throughout the unit) Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (Throughout the unit) Students will be able to present 	

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (Throughout the unit)</p> <ul style="list-style-type: none"> Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Throughout the unit) 	
Unit 4: History, Culture and Perspectives	10 weeks	6.1.4.D.1 6.1.4.D.2 6.1.4.D.4 6.1.4.D.5 6.1.4.D.8 6.1.4.D.9 6.1.4.D.12 6.1.4.D.13 6.1.4.D.14 6.1.4.D.15 6.1.4.D.16 6.1.4.D.17 6.1.4.D.18	<ul style="list-style-type: none"> Students will understand the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. (Less than a week) Students will understand reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. (2 weeks) 	<ul style="list-style-type: none"> Students will be able to determine the impact of European colonization on Native American populations. Students will be able to summarize reasons why various groups immigrated to New Jersey and America Students will be able to describe the challenges immigrants encountered during their immigration. Students will be able to explain how key events led to the creation of the United States and the state of New Jersey. Students will be able to relate key historical documents to present day government and citizenship. Students will be able to determine the significance of New Jersey's role in the American Revolution.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		6.1.4.D.19 6.1.4.D.20 NJSLS.W.3.2 NJSLS.W.3.9 NJSLS.RI.3.1 NJSLS.RI.3.2 NJSLS.RI.3.3 NJSLS.RI.3.4 NJSLS.RI.3.5 NJSLS.RI.3.9 NJSLS.SL.3.1 NJSLS.SL.3.4 NJSLS.L.3.1 NJSLS.L.3.2	<ul style="list-style-type: none"> Students will understand how key events led to the creation of the United States and the state of New Jersey. (3 weeks) Students understand how key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) relate to present day government and citizenship. (2 weeks) Students will understand the significance of New Jersey's role in the American Revolution. (1week) Students will understand how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. (Less than a week) Students will understand how culture is expressed through and influenced by the behavior of people. (Less than a week) Students will understand how the American identity evolved over time. (Throughout the unit) Students will understand how 	<ul style="list-style-type: none"> Students will be able to explain how folklore and the actions of famous historical and fictional characters contributed to the American national heritage. Students will be able to explain how culture is expressed through and influenced by the behavior of people Students will be able to trace how the American identity evolved over time. Students will be able to explain how various cultural groups have dealt with the conflict. Students will be able to describe how stereotyping and prejudice can lead to conflict. Students will be able to explain the role of historical symbols, monuments, and holidays Students will be able to explain how historical symbols, monuments, and holidays affect the American identity. Students will be able to explain how an individual's beliefs, values, and traditions may reflect more than one culture. Students will be able to explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. Students will be able to describe why it is important to understand the perspectives of other cultures in an interconnected world. Students will be able to write informative texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Students will be able to draw evidence from informational texts to support analysis, reflection, and research. Students will be able to ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Students will be able to determine the main idea of a text.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. (Throughout the unit)</p> <ul style="list-style-type: none"> Students will understand how stereotyping and prejudice can lead to conflict, using examples from the past and present. (Throughout the unit) Students will understand the role of historical symbols, monuments, and holidays and how they affect the American identity. (1 week) Students will understand how an individual's beliefs, values, and traditions may reflect more than one culture. (Throughout the unit) Students will understand how experiences and events may be interpreted differently by people with different cultural or individual perspectives. (Throughout the unit) Students will understand why it is important to understand the perspectives of other cultures in an interconnected world. (Throughout the unit) Students will be able to write 	<ul style="list-style-type: none"> Students will be able to recount the key details and explain how they support the main idea. Students will be able to describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect. Students will be able to determine the meaning of general academic and domain-specific words. Students will be able to use text features and search tools to locate information. Students will be able to compare, contrast the most important points and key details of historic events presented in two texts on the same topic. Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will be able to present information, findings, and supporting evidence. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (Throughout the unit)</p> <ul style="list-style-type: none"> • Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. (Throughout the unit) • Students will be able to ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Throughout the unit) • Students will be able to determine the main idea of a text; recount the key details and explain how they support the main idea. (Throughout the unit) • Students will be able to 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, 	

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>sequence, and cause/effect. (Throughout the unit)</p> <ul style="list-style-type: none"> Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (Throughout the unit) Students will be able to use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Throughout the unit) Students will be able to compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic. (Throughout the unit) Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 	

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>(Throughout the unit)</p> <ul style="list-style-type: none"> Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Throughout the unit) 	

Unit: 1 Civics, Government, and Human Rights	Recommended Duration: 10 weeks
Unit Description: In this first third grade unit, students will learn the review fundamental concepts about government and citizenship. The focus of instruction is on understanding how the United States government is organized in a system of checks and balances as well as the roles and responsibilities of this system at local, state, and national levels. In this unit, students will also explore how this system can be used to create change in our own community.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How does the organization of the United States government promote fairness and equality? How can citizens support a democratic government? How can citizens create change in our community? 	<ul style="list-style-type: none"> The United States government divides power between three branches in order to promote fairness and equality and uphold the values of a democracy. It is important to know the role and responsibly of each branch of the United States government. Citizens can support a democratic government by participating in the democratic process, obeying laws, and respect the rights, beliefs, and opinion of others. Citizen, as well as local, state, and national representatives, help promote change rules/laws in our country by advocating for change in local communities and contacting local, state, and national representatives.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.1.4.A.1(short review) 6.1.4.A.2 (short review) 6.1.4.A.3 (short review) 6.1.4.A.4 6.1.4.A.5 6.1.4.A.6 6.1.4.A.7 6.1.4.A.8 6.1.4.A.11 6.1.4.A.12 6.1.4.A.13 6.1.4.A.14	<ul style="list-style-type: none"> Students will understand how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. (Less than a week) Students will understand how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. (Less than a week) Students will understand how “fairness,” “equality,” and the “common good” have influenced new laws and policies over 	<ul style="list-style-type: none"> Students will be able to explain how laws protect the rights of people, help resolve conflicts. Students will be able to explain how rights guaranteed contribute to the continuation and improvement of American democracy. Students will be able to determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time. Students will be able to explain how the United States government is organized. Students will be able to explain how the United States Constitution defines and checks the power of

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>6.1.4.A.15</p> <p>6.3.4.A.1 (short review)</p> <p>6.3.4.A.2 (short review)</p> <p>6.3.4.A.3 (short review)</p> <p>NJSLS.W.3.9</p> <p>NJSLS.RI.3.1</p> <p>NJSLS.RI.3.2</p> <p>NJSLS.RI.3.4</p> <p>NJSLS.SL.3.1</p> <p>NJSLS.SL.3.4</p> <p>NJSLS.L.3.1</p> <p>NJSLS.L.3.2</p>	<p>time at the local and national levels of United States government. (Less than a week)</p> <ul style="list-style-type: none"> Students will understand how the United States government is organized and how the United States Constitution defines and checks the power of government. (2 weeks) Students will understand the roles and responsibilities of the three branches of the national government. (2 weeks) Students will understand how national and state governments share power in the federal system of government. (1 week) Students will understand 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. (2 weeks) Students will understand how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level. (2 weeks) Students will understand how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. (Less than a week) Students will understand the process of creating change at the local, state, or national level. (2 weeks) Students will understand the process by which immigrants become United States citizens. (Less than a week) Students will understand how the world is divided into many nations that have their own governments, languages, customs, and laws. (Less than a week) Students will understand how and why it is important that people from diverse cultures collaborate to find solutions to 	<p>government.</p> <ul style="list-style-type: none"> Students will be able to distinguish the roles and responsibilities of the three branches of the national government Students will be able to explain how national and state governments share power. Students will be able to explain how the United States functions as a representative democracy Students will be able to describe the roles of elected representatives Students will be able to explain how elected representatives interact with citizens at different levels. Students will be able to compare and contrast how government functions at the local, state, and national levels. Students will be able to compare and contrast services provided at local, state, and national levels. Students will be able to explain the impact of policy decisions made at local, state, and national levels. Students will be able to explain how our rights depend upon all citizens exercising their civic responsibilities. Students will be able to explain the process of creating change at the local, state, or national level. Students will be able to describe how the world is divided into many nations that have their own governments, languages, customs, and laws Students will be able to explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. Students will be able to determine what makes a good

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>community, state, national, and global challenges. (Less than a week)</p> <ul style="list-style-type: none"> Students will understand what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling). (Less than a week) Students will understand the impact of a local issue by considering the perspectives of different groups, including community members and local officials. (Less than a week) Students will understand local issues that affect school and/or community members. (Less than a week) Students will understand how to draw evidence from literary or informational texts to support analysis, reflection, and research. (Throughout the unit) Students will be able to ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Throughout the unit) Students will be able to determine the main idea of a text; recount the key details and explain how they support the main idea. (Throughout the unit) Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (Throughout the unit) Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (Throughout the unit) Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are 	<p>rule or law and apply this understanding to rules and laws in your school or community.</p> <ul style="list-style-type: none"> Students will be able to examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials. Students will be able to select a local issue and develop a group action plan to inform school and/or community members about the issue. Students will be able to draw evidence from informational texts to support analysis, reflection, and research. Students will be able to ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Students will be able to determine the main idea of a text. Students will be able to recount the key details and explain how they support the main idea. Students will be able to determine the meaning of general academic and domain-specific words. Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will be able to present information, findings, and supporting evidence. Students will be able to demonstrate command of the conventions of standard English grammar and usage

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>appropriate to task, purpose, and audience. (Throughout the unit)</p> <ul style="list-style-type: none"> Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Throughout the unit) 	<p>when writing or speaking.</p> <ul style="list-style-type: none"> Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Teacher observation Answers to text dependent questions 	<ul style="list-style-type: none"> Text dependent questions – to be developed throughout the unit Teacher developed quizzes Pearson’s end of the unit assessments 	<ul style="list-style-type: none"> Students will research local issues in the newspaper or online news. Students will examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials. For example: mayor, president of the board, Lions club members, etc. Students will be able to select a local issue and develop a group action plan to inform school and/or community members about the issue. Students will present their action plan to an audience appropriate for that issue. 	<ul style="list-style-type: none"> Weekly text dependent questions – to be developed throughout the unit

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • More time on assessments • Bank of sentence starters • Read test passages aloud (if assessing reading comprehension) • Small group testing • Use of graphic organizers (for writing tasks) • No penalties for spelling errors • Chunking of assessments 	<ul style="list-style-type: none"> • Oral testing (if assessing reading comprehension/writing skills) • Allow answers to be dictated • Chunking of assessments • Grade spelling phonetically • Allow pictures and diagrams within responses 	<ul style="list-style-type: none"> • Opportunities for review of assessments • Additional follow up questions to expand on responses • Chunking assessments 	<ul style="list-style-type: none"> • Researching their own materials (i.e. internet and informational texts) for writing assignments

Instructional Strategies: *(List and describe.)*

- Modeling answering text dependent questions: Model demonstrating how to cite text evidence and explain your answer as students learn by observing.
- Shared writing answering text dependent questions: Teacher and students compose answer together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe.
- R.A.C.E.: R.A.C.E. is an acronym used to answer a text dependent question that stands for restate, answer, cite, and explain.
- Cooperative learning: Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.
- Read-aloud: Read aloud a text to student to students in texts that they might not be able to read. In the process, we expand their imaginations, provide new knowledge, support language acquisition, build vocabulary, and promote reading as a worthwhile, enjoyable activity.
- Accountable talk: Accountable talk is talk in which students exert effort to explain their thinking with evidence and to listen and respond constructively to others' ideas.
- Flexible/strategic grouping: Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.
- Peer teaching/collaboration: Peer learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Clarification of questions • Completed copy of notes • Additional time for assignments • Use of checklists • Audio of textbook or any reading • Immediate Feedback • Study guide prior to assessments 	<ul style="list-style-type: none"> • Extra visual cues • Build prior knowledge with pictures and videos • Study guide prior to assessments 	<ul style="list-style-type: none"> • Questions scaffolded by DOK levels • Use of mnemonics • Study guide prior to assessments 	<ul style="list-style-type: none"> • Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

Unit Vocabulary:

Essential:

Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
E/LA: NJSLS.W.3.9, NJSLS.RI.3.1, NJSLS.RI.3.2 NJSLS.RI.3.4, NJSLS.SL.3.1 NJSLS.SL.3.4, NJSLS.L.3.1 NJSLS.L.3.2	SAMR: Substitution: <ul style="list-style-type: none"> • Online news sources (Newsela, DOGO News, CNN 10 Student News): Online news sources can be used to replace newspapers. Augmentation: <ul style="list-style-type: none"> • Google Classroom: Google Classroom is a web service used to differentiate work to students and assign questions and use them as forums. Modification: <ul style="list-style-type: none"> • Backchanneling: Backchanneling is an online conversation that 	Civic Literacy: This unit will help students actively participate and initiate change in your community and the greater society. Civic literacy is the foundation by which a democratic society functions: Citizen	Critical Thinking & Problem Solving: Students will identify and ask significant questions that clarify various points of view. Students will gram, analyze and synthesize information in order to solve problems and answer questions.

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
	<p>takes place alongside an activity or event. Back channels or back-channeling can be used to discuss various presentations in real time.</p> <p>Redefinition:</p> <ul style="list-style-type: none"> • Video Chat: Students share their group action plan about a local issue on a wiki, discuss ideas together via video chat on Skype/Adobe Connect/Google Hangout, and partner with researchers at local universities or companies. 	Power as a check and as a means to create avenues for peaceful change.	Communication & Collaboration: Students will demonstrate the ability to work effectively with diverse teams. Students will assume shared responsibility for collaborative work.

Resources:
<p>Texts/Materials: “Communities” by Macmillan/McGraw-Hill</p>

Unit: 2 Geography, People and the Environment	Recommended Duration: 10 weeks
Unit Description: In this second unit, students will review the fundamental concepts about geography and map skills. The focus of instruction will be on how the environment has shaped the American heritage. Students will think analytically about how the interactions and decisions of past and present Americans are influenced greatly by the geography of the land.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How does geography influence the development of a society? How can I use geographic tools to analyze patterns? Why are their different regions in our country? 	<ul style="list-style-type: none"> Life in different regions in the country is drastically different due to geography changes. Geographic tools can be used to describe and analyze patterns in organization of people, places, and environments. Regions form and change as a result of physical conditions, economies, and cultures.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.1.4.B.1 (short review) 6.1.4.B.2 (short review) 6.1.4.B.3 (short review) 6.1.4.B.4 6.1.4.B.5 6.1.4.B.6 6.1.4.B.7 6.1.4.B.8 6.1.4.B.9 6.1.4.B.10 6.3.4.B.1 NJSLS.W.3.9 NJSLS.RI.3.1 NJSLS.RI.3.2 NJSLS.RI.3.3	<ul style="list-style-type: none"> Students will understand how to compare and contrast information that can be found on different types of maps and determine how the information may be useful. (Less than a week) Students will understand how to use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. (Less than a week) Students will be able to understand how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. (Less than a week) Students will understand 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. (2 weeks) Students will understand how human interaction impacts the 	<ul style="list-style-type: none"> Students will be able to compare and contrast information that can be found on different types of maps. Students will be able to use physical and political maps to explain how the location has contributed to the spread of a culture. Students will be able to explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. Students will be able to 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. Students will understand how human interaction impacts the environment in New Jersey and the

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.RI.3.4</p> <p>NJSLS.SL.3.1</p> <p>NJSLS.SL.3.4</p> <p>NJSLS.L.3.1</p> <p>NJSLS.L.3.2</p>	<p>environment in New Jersey and the United States. (2 weeks)</p> <ul style="list-style-type: none"> Students will understand the characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism. (2 weeks) Students will understand why some locations in New Jersey and the United States are more suited for settlement than others. (1 week) Students will understand ways people choose to use and distribute natural resources. (1 week) Students will understand how advances in science and technology relate to environmental concerns, and the actions taken to address them. (1 week) Students will understand how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences. (1 week) Students will understand what environmental issues affect local areas. (Less than a week) Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. (Throughout the unit) Students will be able to ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Throughout the unit) Students will be able to determine the main idea of a text; recount the key details and explain how they support the main idea. (Throughout the unit) Students will be able to 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. (Throughout the unit) 	<p>United States.</p> <ul style="list-style-type: none"> Students will be able to compare and contrast characteristics of regions in the United States. Students will be able to explain why some locations in New Jersey and the United States are more suited for settlement than others. Students will be able to compare ways people choose to use and distribute natural resources. Students will be able to relate advances in science and technology to environmental concerns. Students will be able to identify major cities in New Jersey, as well as in the United States, and the world. Students will be able to explain how geographic and demographic tools can be used to understand cultural differences. Students will be able to draw evidence from informational texts to support analysis, reflection, and research. Students will be able to ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Students will be able to determine the main idea of a text. Students will be able to recount the key details and explain how they support the main idea. Students will be able to describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect. Students will be able to determine the meaning of

Relevant Standards:	Learning Goals:	Learning Objectives:
	<ul style="list-style-type: none"> Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (Throughout the unit) Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (Throughout the unit) Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Throughout the unit) 	<p>general academic and domain-specific words.</p> <ul style="list-style-type: none"> Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will be able to present information, findings, and supporting evidence. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Teacher observation Benchmark assessments Answers to text dependent questions 	<ul style="list-style-type: none"> Text dependent questions – to be developed throughout the unit Teacher developed Quizzes Pearson's end of Unit assessments 	<ul style="list-style-type: none"> Students will research environmental issues at the local or state level by using the newspaper or an online news source. Students will propose possible solutions to an environmental issue. Students will plan and participate in an advocacy project to inform others about an environmental issue. Students will present 	<ul style="list-style-type: none"> Weekly text dependent questions – to be developed throughout the unit

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
		their plan to an audience appropriate to their issue.	

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> More time on assessments Follow up questions to expand on responses Small group testing Graphic organizers provided for writing tasks 	<ul style="list-style-type: none"> Oral testing (if assessing reading comprehension/writing skills) Allow for oral follow up to written responses 	<ul style="list-style-type: none"> Chunking material of assignment Use of a checklist as a timeline tool 	<ul style="list-style-type: none"> Have students investigate any questions they come across (research)

Instructional Strategies: *(List and describe.)*

- **Cooperative learning:** Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.
 - **Student goal setting:** Students create SMART goals for answering text dependent questions. SMART is an acronym that stands for goals that are Specific, Measurable, Attainable, Realistic, and Time-bound.
 - **R.A.C.E.:** R.A.C.E. is an acronym used to answer a text dependent question that stands for restate, answer, cite, and explain.
 - **Analysis of student work:** Students will analyze answers to text dependent questions by using a TDQ rubric (to be developed).
 - **Modeling answering text dependent questions:** Model demonstrating how to cite text evidence and explain your answer as students learn by observing.
 - **Shared writing answering text dependent questions:** Teacher and students compose answer together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe.
 - **Close reading:** Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc.
 - **Summarizing and note taking:** Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way.
 - **Accountable talk:** Accountable talk is talk in which students exert effort to explain their thinking with evidence and to listen and respond constructively to others' ideas.
 - **Flexible/strategic grouping:** Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.
- Peer teaching/collaboration:** Peer learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find

solutions to problems.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Directions repeated/clarified Simplified notes Audio books for grade level texts Graphic organizers Provide opportunities for movement 	<ul style="list-style-type: none"> Pre-teach vocabulary demonstrate concepts Use graphic organizers 	<ul style="list-style-type: none"> Model annotating text Chunking assignments Review directions individually 	<ul style="list-style-type: none"> Provide learning centers where students are in charge of their learning. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.

Unit Vocabulary:

Essential:

Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
E/LA: NJSLS.W.3.9, NJSLS.RI.3.1, NJSLS.RI.3.2, NJSLS.RI.3.3, NJSLS.RI.3.4, NJSLS.SL.3.1, NJSLS.SL.3.4, NJSLS.L.3.1, NJSLS.L.3.2 Mathematics:	SAMR: SAMR: Substitution: <ul style="list-style-type: none"> Online news sources (Newsela, DOGO News, CNN 10 Student News): Online news sources can be used to replace newspapers. Augmentation: <ul style="list-style-type: none"> Virtual Field Trips Modification: <ul style="list-style-type: none"> Padlet: Padlet is an online bulletin board. Students can answer text dependent questions and see their 	Global Awareness: In this unit, students will understand the environmental, social, cultural, political, and economic concepts that impact the world.	Communication & Collaboration: Students will demonstrate the ability to work effectively with diverse teams. Students will assume shared responsibility for collaborative work. Information Literacy: Students will be able to evaluate information critically and competently and use information accurately and creatively for the problem at hand.

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
	<p>classmates' answers. Students can create their own post-it to show their annotations. Students can collaborate and plan group projects.</p> <p>Redefinition:</p> <ul style="list-style-type: none"> • Blogging: Students will propose their possible solutions to an environmental issue on a classroom blog. 		

Resources:
Texts/Materials: "Communities" by Macmillan/McGraw-Hill

Unit: 3 Economics, Innovation and Technology	Recommended Duration: 7 weeks
Unit Description: In this unit, third graders will be review the concept of supply and demand. Throughout the unit, students will explore how economics is a driving force for the occurrence of various events and phenomena in societies. Students will be introduced the understanding of financial instruments and outcomes that assist citizens in making sounds economic decisions. In the unit, students will also explore how creativity and innovation affects various areas of a successful economy.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How can an individual or group use economic reasoning to make sound decisions? How do scientific and technological developments change the way people live and how economies and governments function? 	<ul style="list-style-type: none"> Economics is a driving force for the occurrence of various events and phenomena in societies. The availability of a resource affects economic outcomes. Understanding of financial instruments and outcomes assist citizens in making sound decisions about money, savings, spending, and investments. Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.1.4.C.4 (review) 6.1.4.C.5 (review) 6.1.4.C.6 (review) 6.1.4.C.7 (review) 6.1.4.C.8 (review) 6.1.4.C.9 (review) 6.1.4.C.10 6.1.4.C.11 6.1.4.C.12 6.1.4.C.13 6.3.4.C.1 NJSLS.W.3.2 NJSLS.W.3.9	<ul style="list-style-type: none"> Students will understand how supply and demand influences price and output of products. (Less than a week) Students will understand the role of specialization in the production and exchange of goods and services. (Less than a week) Students will understand the role and relationship among households, businesses, laborers, and governments within the economic system. (Less than a week) Students will understand how the availability of private and public goods and services is influenced by the global market and government. (Less than a week) Students will understand how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. (Less than a week) 	<ul style="list-style-type: none"> Students will be able to describe how supply and demand influences price and output of products. Students will be able to explain the role of specialization in the production and exchange of goods and services. Students will be able to describe the role and relationship among households, businesses, laborers, and governments within the economic system. Students will be able to explain how the availability of private and public goods and services is influenced by the global market and government. Students will be able to illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.RI.3.1 NJSLS.RI.3.2 NJSLS.RI.3.3 NJSLS.RI.3.4 NJSLS.RI.3.5</p> <p>NJSLS.SL.3.1 NJSLS.SL.3.4</p> <p>NJSLS.L.3.1</p> <p>NJSLS.L.3.2</p>	<ul style="list-style-type: none"> • Students will understand how the availability of resources affects people across the world differently. (Less than a week) • Students will understand the role of money, savings, debt, and investment in individuals' lives. (1 week) • Students will understand the importance of setting long-term goals when making financial decisions within the community. (1 week) • Students will understand the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. (1 week) • Students will understand the qualities of entrepreneurs in a capitalistic society. (1 week) • Students will understand economic issue impacting children. (1 week) • Students will be able to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (Throughout the unit) • Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. (Throughout the unit) • Students will be able to ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Throughout the unit) • Students will be able to determine the main idea of a text; recount the key details and explain how they support the main idea. (Throughout the unit) • Students will be able to 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 	<ul style="list-style-type: none"> • Students will be able to compare and contrast how the availability of resources affects people across the world differently. • Students will be able to explain the role of money, savings, debt, and investment in individuals' lives. • Students will be able to explain the importance of setting long-term goals when making financial decisions within the community. • Students will be able to explain the impact of ideas, inventions, and other contributions of prominent figures that lived New Jersey. • Students will be able to list qualities of entrepreneurs in a capitalistic society. • Students will be able to develop and implement a group initiative that addresses an environmental issue impacting children. • Students will be able to write informative texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • Students will be able to draw evidence from informational texts to support analysis, reflection, and research. • Students will be able to ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Students will be able to determine the main idea of a text. • Students will be able to recount the key details and explain how they support the main idea.

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>to time, sequence, and cause/effect. (Throughout the unit)</p> <ul style="list-style-type: none"> Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (Throughout the unit) Students will be able to use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Throughout the unit) Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (Throughout the unit) Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Throughout the unit) 	<ul style="list-style-type: none"> Students will be able to describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect. Students will be able to determine the meaning of general academic and domain-specific words. Students will be able to use text features and search tools to locate information. Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will be able to present information, findings, and supporting evidence. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Teacher observation Results of Lucy Calkins On Demand in September-Information Writing – https://www.heinemann.co 	<ul style="list-style-type: none"> Text dependent questions – to be developed throughout the unit Lucy Calkins Information Writing rubric – 	<ul style="list-style-type: none"> Students will research an economic issue impacting children in the newspaper or online news source. Students will develop and implement a 	<ul style="list-style-type: none"> Weekly text dependent questions– to be developed throughout the unit Information Writing – students will write an informational essay

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
m/ <ul style="list-style-type: none"> Benchmark assessments Answers to text dependent questions 	https://www.heinemann.com/L <ul style="list-style-type: none"> Teacher developed quizzes Pearson's end of Unit assessment Benchmark assessments like On-Demand Writing Prompts – end of the unit assessment 	group initiative that addresses an economic issue impacting children.	about an economic issue impacting children.

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> More time on assessments Follow up questions to expand on responses Small group testing Graphic organizers provided for writing tasks 	<ul style="list-style-type: none"> Oral testing Have student read assessment out loud to you Scaffold test questions 	<ul style="list-style-type: none"> On assessment questions, Use C.U.C.C. http://elasps.pbworks.com/w/file/fetch/66113420/cucc Have students verbally summarize question or task before completing 	<ul style="list-style-type: none"> Allow students to complete extension activity that goes beyond the assessment

Instructional Strategies: *(List and describe.)*

- Cooperative learning: Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.
- Student goal setting: Students create SMART goals for answering text dependent questions. SMART is an acronym that stands for goals that are Specific, Measurable, Attainable, Realistic, and Time-bound.
- R.A.C.E.: R.A.C.E. is an acronym used to answer a text dependent question that stands for restate, answer, cite, and explain.
- Analysis of student work: Students will analyze answers to text dependent questions by using a TDQ rubric (to be developed).
- Modeling answering text dependent questions: Model demonstrating how to cite text evidence and explain your answer as students learn by observing.
- Shared writing answering text dependent questions: Teacher and students compose answer together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe.
- Flexible/strategic grouping: Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group,

Instructional Strategies: <i>(List and describe.)</i>			
and partner. • Shared writing: Teacher and students compose writing together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe.			
Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
• Model expectations for notes/activity • Use of graphic organizers • Read information orally	• Use manipulatives • Have students clarify/summarize directions	On assessment questions, Use C.U.C.C. http://elasps.pbworks.com/w/file/fetch/66113420/cucc	• Invite students to explore different points of view on a topic of study and compare the two.

Unit Vocabulary:
Essential: Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
E/LA: NJSLS.W.3.2, NJSLS.W.3.9, NJSLS.RI.3.1, NJSLS.RI.3.2, NJSLS.RI.3.3, NJSLS.RI.3.4, NJSLS.RI.3.5, NJSLS.SL.3.1, NJSLS.SL.3.4, NJSLS.L.3.1, NJSLS.L.3.2	SAMR: Substitution: <ul style="list-style-type: none"> Online news sources (Newsela, DOGO News, CNN 10 Student News): Online news sources can be used to replace newspapers. Augmentation: <ul style="list-style-type: none"> Google form instead of pencil and paper quiz Modification: <ul style="list-style-type: none"> Google docs – digital feedback on writing from teacher and 	Financial, Economic, Business, & Entrepreneurial Literacy: In this unit, students will understand the role of the economy in society.	Critical Thinking & Problem Solving: Students will identify and ask significant questions that clarify various points of view. Students will gram, analyze and synthesize information in order to solve problems and answer questions. Life and Career Skills (flexibility, initiative, cross-cultural skills, productivity, leadership, etc.): Students will leverage strengths of others to accomplish a common goal. Students will demonstrate diligence and a positive work ethic.

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
	<p>classmates</p> <p>Redefinition:</p> <p>Skype: Skype with representative from a banking institute.</p>		<p>Students will monitor one's own understanding and learning needs.</p> <p>Communication & Collaboration: Students will demonstrate the ability to work effectively with diverse teams. Students will assume shared responsibility for collaborative work.</p>

Resources:
Texts/Materials: "Communities" by Macmillan/McGraw-Hill

Unit: 4 History, Culture and Perspectives	Recommended Duration: 10 weeks
Unit Description: In this unit, students will continue to explore American culture that includes American traditions, values, beliefs, and ideas. Students will be introduced to key historical events, documents, and individuals that led to the development of our nation. Students will also explore the various reasons and the impact of immigration. Multiple perspectives of various historic events throughout the unit.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> What events and people led to having an independent country? How have immigrants shaped our country? How can the study of multiple perspectives of an event help challenge actions and decisions? 	<ul style="list-style-type: none"> Immigrants came to the United States for various reasons and have had a major impact on the nation. Key historical events, documents, and individuals led to the development of our nation. People view and interpret events differently because of the times in which they live, the experiences that have had, the perspectives held by their cultures, and their individual points of view. The culture of America has been shaped by key individuals and different cultural groups.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.1.4.D.1 6.1.4.D.2 6.1.4.D.4 6.1.4.D.5 6.1.4.D.8 6.1.4.D.9 6.1.4.D.12 6.1.4.D.13 6.1.4.D.14 6.1.4.D.15 6.1.4.D.16 6.1.4.D.17 6.1.4.D.18 6.1.4.D.19	<ul style="list-style-type: none"> Students will understand the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. (Less than a week) Students will understand reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. (2 weeks) Students will understand how key events led to the creation of the United States and the state of New Jersey. (3 weeks) Students understand how key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) relate to present day government and citizenship. (2 weeks) Students will understand the significance of New Jersey's role in the 	<ul style="list-style-type: none"> Students will be able to determine the impact of European colonization on Native American populations. Students will be able to summarize reasons why various groups immigrated to New Jersey and America Students will be able to describe the challenges immigrants encountered during their immigration. Students will be able to explain how key events led to the creation of the United States and the state of New Jersey. Students will be able to relate key historical

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>6.1.4.D.20</p> <p>NJSLS.W.3.2</p> <p>NJSLS.W.3.9</p> <p>NJSLS.RI.3.1</p> <p>NJSLS.RI.3.2</p> <p>NJSLS.RI.3.3</p> <p>NJSLS.RI.3.4</p> <p>NJSLS.RI.3.5</p> <p>NJSLS.RI.3.9</p> <p>NJSLS.SL.3.1</p> <p>NJSLS.SL.3.4</p> <p>NJSLS.L.3.1</p> <p>NJSLS.L.3.2</p>	<p>American Revolution. (1week)</p> <ul style="list-style-type: none"> Students will understand how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. (Less than a week) Students will understand how culture is expressed through and influenced by the behavior of people. (Less than a week) Students will understand how the American identity evolved over time. (Throughout the unit) Students will understand how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. (Throughout the unit) Students will understand how stereotyping and prejudice can lead to conflict, using examples from the past and present. (Throughout the unit) Students will understand the role of historical symbols, monuments, and holidays and how they affect the American identity. (1 week) Students will understand how an individual's beliefs, values, and traditions may reflect more than one culture. (Throughout the unit) Students will understand how experiences and events may be interpreted differently by people with different cultural or individual perspectives. (Throughout the unit) Students will understand why it is important to understand the perspectives of other cultures in an interconnected world. (Throughout the unit) Students will be able to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (Throughout the unit) Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. (Throughout the 	<p>documents to present day government and citizenship.</p> <ul style="list-style-type: none"> Students will be able to determine the significance of New Jersey's role in the American Revolution. Students will be able to explain how folklore and the actions of famous historical and fictional characters contributed to the American national heritage. Students will be able to explain how culture is expressed through and influenced by the behavior of people Students will be able to trace how the American identity evolved over time. Students will be able to explain how various cultural groups have dealt with the conflict. Students will be able to describe how stereotyping and prejudice can lead to conflict. Students will be able to explain the role of historical symbols, monuments, and holidays Students will be able to explain how historical symbols, monuments, and holidays affect the American identity. Students will be able to explain how an individual's beliefs, values, and traditions may reflect more than one culture. Students will be able to explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. Students will be able to describe why it is

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>unit)</p> <ul style="list-style-type: none"> Students will be able to ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Throughout the unit) Students will be able to determine the main idea of a text; recount the key details and explain how they support the main idea. (Throughout the unit) Students will be able to 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. (Throughout the unit) Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (Throughout the unit) Students will be able to use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Throughout the unit) Students will be able to compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic. (Throughout the unit) Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (Throughout the unit) Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, 	<p>important to understand the perspectives of other cultures in an interconnected world.</p> <ul style="list-style-type: none"> Students will be able to write informative texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Students will be able to draw evidence from informational texts to support analysis, reflection, and research. Students will be able to ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Students will be able to determine the main idea of a text. Students will be able to recount the key details and explain how they support the main idea. Students will be able to describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect. Students will be able to determine the meaning of general academic and domain-specific words. Students will be able to use text features and search tools to locate information. Students will be able to compare, contrast the most important points and key details of historic events presented in two texts on the same topic.

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>purpose, and audience. (Throughout the unit)</p> <ul style="list-style-type: none"> Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Throughout the unit) 	<ul style="list-style-type: none"> Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will be able to present information, findings, and supporting evidence. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Teacher observation Answers to text dependent questions Results of Information Writing rubric from unit 3 https://www.heinemann.com/ 	<ul style="list-style-type: none"> Text dependent questions– to be developed throughout the unit Lucy Calkins Information Writing rubric https://www.heinemann.com/L Teacher developed quizzes Pearson's end of unit assessments Benchmark assessments like On-Demand Writing Prompts 	<ul style="list-style-type: none"> End of the year project – students choose a Social Studies topic from the end to research further. Students develop open ended questions and seek answers using online reliable sources. Student will construct an ISearch paper to inform their classmates about their findings. 	<ul style="list-style-type: none"> Weekly text dependent questions – to be developed throughout the unit

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Oral testing More time on assessments Have students annotate/highlight as teacher reads aloud 	<ul style="list-style-type: none"> Have students read test aloud to teacher Student clarifies what the task is asking before completing 	<ul style="list-style-type: none"> Have students refer to a checklist/rubric to independently self-assess before turning in assessments 	<ul style="list-style-type: none"> Have student research and investigate a problem discussed within the unit/assessment to deepen understanding about how it works and connects to the world

Instructional Strategies: *(List and describe.)*

- **Jigsaw:** Jigsaw is an efficient way to learn the course material in a cooperative learning style. The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity.
- **Student self-assessment –** Self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly.
- **Cooperative learning:** Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.
- **R.A.C.E.:** R.A.C.E. is an acronym used to answer a text dependent question that stands for restate, answer, cite, and explain.
- **Flexible/strategic grouping:** Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Repeated directions Small group mini-lessons for review Additional time for assignments Study guide before assessments 	<ul style="list-style-type: none"> Extra visual cues Encourage asking a peer questions 	<ul style="list-style-type: none"> Small group mini-lessons for review 	<ul style="list-style-type: none"> Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

Unit Vocabulary:
Essential:
Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
E/LA: NJSLS.W.3.2, NJSLS.W.3.9, NJSLS.RI.3.1, NJSLS.RI.3.2, NJSLS.RI.3.3, NJSLS.RI.3.4, NJSLS.RI.3.5, NJSLS.RI.3.9, NJSLS.SL.3.1, NJSLS.SL.3.4, NJSLS.L.3.1, NJSLS.L.3.2	<p>SAMR:</p> <p>Substitution:</p> <ul style="list-style-type: none"> Digital Primary Sources – website like https://www.archives.gov/education/research/primary-sources <p>Augmentation:</p> <ul style="list-style-type: none"> Kahoot – administer quizzes, discussions or surveys. It is a game based classroom response system played by the whole class in real time. Multiple-choice questions are projected on the screen. Students answer the questions with their smartphone, tablet or computer. <p>Modification:</p> <ul style="list-style-type: none"> Polleverywhere - invite students to quickly share their interests, knowledge, questions and even hopes around a content area in real time. <p>Redefinition:</p> <ul style="list-style-type: none"> Vlog: A journalistic video documentation of ISearch project. 	<p>Global Awareness: In this unit, students will understand different cultural perspectives and understand the concepts that impact the world.</p>	<p>Creativity & Innovation: Students demonstrate originality and inventiveness in work. Students communicate new ideas to others.</p> <p>Information Literacy: Students will be able to evaluate information critically and competently and use information accurately and creatively for the problem at hand.</p> <p>Critical Thinking & Problem Solving: Students will identify and ask significant questions that clarify various points of view. Students will gram, analyze and synthesize information in order to solve problems and answer questions.</p> <p>Life and Career Skills (flexibility, initiative, cross-cultural skills, productivity, leadership, etc.): Students will leverage strengths of</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
			<p>others to accomplish a common goal. Students will demonstrate diligence and a positive work ethic. Students will monitor one's own understanding and learning needs.</p> <p>Communication & Collaboration: Students will demonstrate the ability to work effectively with diverse teams. Students will assume shared responsibility for collaborative work.</p>
Resources:			
Texts/Materials: "Communities" by Macmillan/McGraw-Hill			