



Grade 3

# Social Studies Curriculum

Oradell Public School District

Oradell, NJ

2023

# Oradell Public School District

## Grade 3 Social Studies Curriculum Committee Credits:

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## Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Social Studies, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

## Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

# Oradell Public School District Social Studies Curriculum Grade 3 Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

The Oradell Public School believes that an education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;

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- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

(Taken from NJDOE NJSL Social Studies Vision)

The goal of our Social Studies curriculum is to spark inquiry in our students and foster a classroom culture where students consistently notice, wonder, and ask questions to further their understanding and take ownership of their learning.

**Oradell  
Social Studies Curriculum  
Grade 3**

<b>New Jersey Student Learning Standards for Social Studies PACING</b>	
<b>Unit</b>	<b>Schedule</b>
Establishing an Identity through Multiple Perspectives	September - November
Rights and Responsibilities of Community Members	November - January
Roles and Functions of The Government	January - March
Economic Thinking	April - June

Note: Highlighted activities indicate Holocaust Awareness or Amistad Commission or Asian American and Pacific Islander legislation related activities.

**New Jersey Student Learning Standards for Social Studies**  
**UNIT 1 - Establishing an Identity through Multiple Perspectives**

Disciplinary Concept	Core Idea	Performance Expectations
Geography, People, and the Environment: Spatial Views of the World	Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
Geography, People, and the Environment: Human Population Patterns	Patterns of settlement differ markedly from region to region, place to place, and time to time.	6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
Civics, Government, and Human Rights: Civics and Political Institutions	In a representative democracy, individuals play a role in how the government functions.	6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
Civics, Government, and Human Rights: Processes and Rules	There are different processes for establishing rules and laws.	6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
History, Culture, and Perspectives: Understanding Perspectives	Historical records are shaped by the society that the creator lived in.	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
History, Culture, and Perspectives: Understanding Perspectives	Historical records are shaped by the society that the creator lived in.	6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
History, Culture, and Perspectives: Historical Sourcing and Evidence	Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how

they affect the American identity.

## UNIT 1 - Establishing an Identity through Multiple Perspectives

### Essential Questions

- How do geographic features influence where and how a community develops?
- What contributes to one's formation of an identity?
- How do factors contribute to the emigration of individuals?
- How do the experiences of immigrants in various periods of United States history compare to those of immigrants today?
- How does a democracy allow for all voices to be heard?

### Student Learning Objectives

Students will be able to:

- Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- Describe the process by which immigrants can become United States citizens.
- Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they shape identity.

### **Modifications**

#### **Multilingual Learners**

Preview content vocabulary, visual clues (pictures), repeated directions, check for understanding, ask pointed questions, pre teaching of vocabulary by ESL teacher, instructional aides in classroom setting, peer models, English language supports for parents of non English speaking students. Ex: Teacher created dictionary with classroom pictures and labels in English and student's first language, students may employ the use of Google Translator on laptops and ipads, requirements for final project will be less than that of the general population ex, 3 slides on Google presentation rather than 5 or more. Modify length of reading passages. Accept verbal responses in lieu of written work. Create interactive word walls with images to recall key/core and background vocabulary

	and contextual terms. Allow time within lessons for students to share their cultural and linguistic backgrounds by making connections with immigrants.
<b>Special Education</b>	Leveled texts (L-P), online RazKids leveled texts that read to you, multisensory instruction, visual aides for establishing routines, picture support, picture dictionary, peer models, use of FM system to improve attention and support auditory informations, extended time for assignments, prompting, chunked assessments, visual aids, preferential seating, check for understanding, behavior chart to increase work completion, use of word banks, highlighted materials emphasizing concepts, use of map outlines to show routes of travel.
<b>At-Risk</b>	Preview unit vocabulary and use picture cards (for example, pictures of urban, suburban, rural landscapes), use guides/outlines, modify the amount of slides students create for Ellis Island project, hands on materials, short instructional videos to enhance lessons ( <a href="#">Brainpop - Immigration</a> ), use of buddies to help prepare slides with information.
<b>Gifted and Talented</b>	Research and present information related to a specific immigrant in history, research and present a different country and how they govern their laws, creatively design a country of your own and a set of laws to be followed, design national symbols for your country.
<b>504</b>	Extended time for assignments, prompting, re-assurance and tie to formulate ideas, visual clues (pictures), preferential seating, repeated directions, check for understanding after directions are given and throughout lesson, ask pointed questions, frequent breaks during lesson, behavior chart to increase focus and work completion, use of FM system to improve attention and support auditory information, sensory breaks with timers, chunking work for creation of pilgrim project with teacher check-in at various points to support as needed.

### **Evidence of Learning - Assessment**

#### Formative:

- Explore Ellis Island Stops 1-10
- Molly's Pilgrim - Comprehension Questions
- Teacher observations
- "Arriving at Ellis Island" - Comprehension Questions
- Latitude and longitude worksheets
- Map skills worksheets

#### Summative:

- Exploring Ellis Island Slideshow
- Map skills quiz



- [Molly's Pilgrim Project](#)

### **Core Instructional Materials**

- Houghton Mifflin Harcourt: Into Social Studies
- [Molly's Pilgrim by Barbara Cohen](#)
- *The Name Jar* by Yangsook Choi
- *Journey to a New Land - An Oral History* by Kimberly Weinberger (big book from MONDO Reading series)
- *Coming To America: The Story of Immigration* by Betsy Maestro
- *Dreaming of America* by Eve Bunting
- *Ellis Island* by Elaine Landau
- Mapping Our World Magazine
- Communities Change Magazine
- America: Heritage and Culture Magazine
- Geography (4th grade) Magazine

### **Digital Resources**

- [Immigration Ellis Island](#)
- BrainPop Jr- Immigration
- [OPS Grade 3 - Unit 1 Resources](#)
- [Latitude and Longitude Game](#)
- Newsela
- [HMH Into Social Studies](#)

### **Suggested Learning Activities Directly Connected to Student Learning Objectives:**

Students will be able to:

- Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude by:
  - Creating a map using all the components learned about (map key, title, compass rose).
- Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space by:
  - Listening to a read aloud, then discuss ***Journey To A New Land-An Oral History*** by Kimberly Weinberger (big book from MONDO Reading series). Have students create a timeline of Elda's journey to America.Meet Young Immigrants (scholastic.com).
  - Creating an employee ad as a business owner in America looking for someone to work for you. Include the kind of job, skills needed and who should apply.
- Describe ways in which people benefit from and are challenged by working together, including through government, workplaces,

voluntary organizations, and families by:

- Examining and evaluating conflict resolution strategies used in government and in events throughout history.
- Reading and discussing, “Meet Young Immigrants” (scholastic.com). **Students will select influential AAPI individuals and create trading cards highlighting their notable accomplishments and contributions.**
- **Gathering data regarding Asian American immigrant experiences and creating a powerpoint presentation about the experience of Asian immigrants**
- Describe the process by which immigrants can become United States citizens by:
  - Using primary sources to learn about the experiences of immigrants. (Newsela)
  - Taking a virtual tour of Ellis Island.
  - Reading and discussing HMH Magazine, [You are a Citizen](#).
- Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives by:
  - Viewing Newsela video: [What’s it like to be a combination of different cultures?](#) to understand cultural diversity.
  - Creating a Venn diagram comparing and contrasting different immigration experiences.
  - Creating a T-Chart with benefits and challenges of coming to America.
- Describe why it is important to understand the perspectives of other cultures in an interconnected world by:
  - Creating a play describing the experience as an immigrant. Base your play on your journey to Ellis Island as well the arrival there.
  - Taking a virtual Ellis Island Tour.
  - Writing a letter from an immigrant’s perspective.
  - Creating a doll based on what was learned about immigrant history of a particular place. (Molly’s Pilgrim Project)
- Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they shape identity by:
  - Selecting a monument in America and creating a final project to share with the class that explains why it is important.
  - Constructing a persuasive speech regarding the significance of a holiday or historical symbol.
  - Reading and discussing the Newsela article: [Perspective: Her 5th-grade idea was a monument to women, and now it became law](#)

### **Interdisciplinary Connections**

#### ***Reading***

- **RI.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (*What are lines of latitude and longitude on a map or globe used for? What are the cardinal and intermediate directions on a compass rose?*)
- **RI.3.2.** Determine the main idea of a text; recount the key details and explain how they support the main idea. (*Read Arriving at Ellis Island and Scholastic News: Coming to America to identify the main idea of why immigrants came to America.*)
- **RI.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (*Identify the cause and effect of reasons why immigrants left*

*their country to come to America.)*

- **RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. *(Students should be able to define important vocabulary terms)*
- **RI.3.5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. *(Scholastic.com [Exploring Ellis Island](#) website to answer questions using text evidence )*
- **RI.3.6.** Distinguish their own point of view from that of the author of a text. *(Read All the Way to America: The Story of a Big Italian Family and a Little Shovel and then explain their point of view of what they would bring to America.)*
- **RI.3.7.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). *(Using map features and map key, compass rose and diagrams.)*
- **RI.3.9.** 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. *(Compare/Contrast different types of maps and the information they give)*

### **Writing**

- **W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.3.10** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### **Science**

- **3-PS2-2** Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion. *(Pattern of immigration)*
- **3-LS2-1** Construct an argument that some animals form groups that help members survive. *(Forming groups based on similarities)*
- **3-LS4-1** Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. *(Using photographs, records, etc., to learn about the immigration journey)*

### **Math**

- **3.MD.B.3-B.** Represent and interpret data. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. *(Graphing Patterns of Immigration)*
- **3.MD.B.4.** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. *(Latitude and Longitude)*

### **World Language**

- **7.1.NM.IPRET.1** Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- **7.1.NM.IPRET.3** Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- **7.1.NM.IPRET.4** Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

#### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- **9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.**
- **9.4.5.CI.3** Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
- **9.4.5.CT.4** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1** Analyze how culture shapes individual and community perspectives and points of view.

#### **Practices**

- **CLKSP3** Consider the environmental, social, and economic impacts of decisions.
- **CLKSP4** Demonstrate creativity and innovation.
- **CLKSP8** Use technology to enhance productivity, increase collaboration, and communicate effectively.

#### **Social Emotional Learning Competencies**

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
    - Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
    - Providing positive peer comments on other students’ Molly’s Pilgrim Dolls to others
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Playing soft music- breathing, stretching
    - Draw a stop on Ellis Island
    - Move around the room to emulate the process of stops along the Ellis Island journey
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Journal entries that reflect on understanding the perspectives of an immigrant

- Writing a journal entry to reflect on understanding of key concepts
  - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
  - Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)hs and lows
  - Play a choice game to discover similarities and differences within the classroom
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Class discussions
    - Incentives for individual students and small groups
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules and routines
    - Class discussions
    - Following directions

### **NJSLS Computer Science Design Thinking**

**8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

**8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

**8.1.5.CS.3:** Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

**8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

### **New Jersey Commission on Holocaust Education**

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- *Molly’s Pilgrim* - [Lesson Plan - Molly’s Pilgrim](#) [Molly’s Pilgrim Book](#)
- *The Hundred Dresses* - [The Hundred Dresses Lesson Plan](#) [The Hundred Dresses Novel](#)

### **Asian American Pacific Islander Legislation**

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

[Lesson Plan](#)

**New Jersey Student Learning Standards for Social Studies  
UNIT 2 - Rights and Responsibilities of Community Members**

Disciplinary Concept	Core Idea	Performance Expectations
Civics, Government, and Human Rights: Processes and Rules	There are different processes for establishing rules and laws.	6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
Civics, Government, and Human Rights: Processes and Rules	Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
Civics, Government, and Human Rights: Human and Civil Rights	Individuals have the right to be safe and not to be bullied or discriminated against.	6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Civics, Government, and Human Rights: Civics and Political Institutions	Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.
Civics, Government, and Human Rights: Civics and Political Institutions	Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.
Civics, Government, and Human Rights: Civic Mindedness	Certain dispositions help individuals contribute to the health of American democracy.	6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good. 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders

		<p>qualified for those positions.          6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</p>
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**UNIT 2 - Rights and Responsibilities of Community Members**

**Essential Questions**

- How are rules, laws, and policies designed to protect the rights of people?
- What can we do as a society to help resolve conflicts and promote the common good?
- In what ways can one's characteristics contribute to being a responsible member of society?

**Student Learning Objectives**

Students will be able to:

- Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- Explain how the government functions at the local, county, and state level, and distinguish the roles and responsibilities of the three branches of the national government.
- Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

**Modifications**

**Multilingual Learners**

Preview content vocabulary, visual clues (pictures), repeated directions, check for understanding, ask pointed questions, pre teaching of vocabulary by ESL teacher, partner work, peer models, English language supports for parents of non English speaking students.Ex: Teacher/student created dictionary with classroom pictures and labels in English and student's first language, students may employ the use of Google Translator on laptops and ipads. The following website contains Civic lessons for ESL students <http://www.elcivics.com/civics.html>

	Modify length of reading passages. Accept verbal responses in lieu of written work.
<b>Special Education</b>	Leveled texts (L-P), online RazKids leveled texts that read to you,, visual aides for establishing routines, picture support, picture dictionary, peer models, use of FM system to improve attention and support auditory informations, extended time for assignments, chunked assessments, prompting, visual aids, preferential seating, check for understanding, behavior chart to increase work completion, use of word banks, highlighted materials emphasizing concepts.
<b>At-Risk</b>	Preview content vocabulary, use of visual picture clues, teacher created dictionary with classroom pictures and labels, use of reading biography buddies, short instructional videos to enhance lessons (Newsela: <a href="#">What are my rights and responsibilities?</a> )
<b>Gifted and Talented</b>	Higher order thinking and questioning about information within the text, create a comic strip about the three branches of government, create a mayoral campaign
<b>504</b>	Extended time for assignments, prompting, re-assurance and tie to formulate ideas, visual clues (pictures), preferential seating, repeated directions, check for understanding, ask pointed questions, frequent breaks during lesson, behavior chart to increase focus and work completion, use of FM system to improve attention and support auditory information, sensory breaks with timers.
<b><u>Evidence of Learning - Assessment</u></b>	
<i>Formative:</i>	
<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Magazine comprehension questions</li> <li>• Community member worksheets</li> </ul>	
<i>Summative:</i>	
<ul style="list-style-type: none"> <li>• Grading of the “Perfect Community” with given rubric</li> <li>• Postcard project with given rubric</li> <li>• Passion Project</li> </ul>	
<b><u>Core Instructional Materials</u></b>	
<ul style="list-style-type: none"> <li>• Houghton Mifflin Harcourt: Into Social Studies</li> <li>• Communities Magazine</li> </ul>	



- Role of Citizens Magazine
- Scholastic Magazine- Storyworks

### **Digital Resources**

- BrainPop Jr.-Communities
- BrainPop Jr.- Rights and Responsibilities
- [OPS Grade 3 - Unit 2 Resources](#)
- Newsela Social Studies

### **Suggested Learning Activities Directly Connected to Student Learning Activities**

Students will be able to:

- Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society by:
  - Creating a Venn Diagram of classroom/school procedures, school/government procedures
- Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions and Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation by:
  - Learning about community roles through student-led discussions with teacher facilitation
  - Engaging students in a discussion about community members
  - Having students brainstorm questions to gather more information about roles of various community members
  - Having students compose emails to specific community members with their questions to learn more.
  - Engaging in a discussion about how a democracy responds to the concerns of individuals about their community. This discussion will include the responses they receive from local community members.
    - Newsela article: [How Government Works: Comparing governments](#)
- Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose by:
  - Having students review school/classroom rules and engage in debate/discussion.
- Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions by:
  - Revisiting Open Circle lessons 20, 21, and 22 to understand what bullying behavior is and how to be an upstander.
  - Engaging in role plays and skits to propose solutions to such behaviors.
  - Engaging in discussion after read-aloud of *Eddie the Bully* by Henry Cole.
- Explain how the government functions at the local, county, and state level, and distinguish the roles and responsibilities of the three branches of the national government by:
  - Creating a graphic organizer differentiating the various goals of the levels of government
- Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country by:
  - Creating a postcard about a community member
  - Researching and creating a poster about your community
- Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good by:
  - Writing a television commercial telling people to vote in the next election.

## **Interdisciplinary Connections**

### ***Reading***

- **RI.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (*Read about community members and answer comprehension questions*)
- **RI.3.2.** Determine the main idea of a text; recount the key details and explain how they support the main idea. (*Read magazine and summarize*)
- **RI.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (*Students should be able to define important vocabulary terms*)
- **RI.3.5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **RI.3.6.** Distinguish their own point of view from that of the author of a text.
- **RI.3.7.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.3.9.** 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.

### ***Writing***

- **W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons. (Writing from the point of view of a community member)
- **W.3.6.** With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- **W.3.3** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.3.3.A** Establish a situation and introduce a narrator and/or characters organize an event sequence that unfolds naturally.
- **W.3.3.B** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.3.10** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### ***Science***

- **3-5-ETS1-2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and

constraints of the problem.

- **3-LS4-2** Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

#### ***World Language***

- **7.1.NM.IPERS.3** Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

#### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- **9.1.5.EG.1:** Explain and give examples of what is meant by the term "tax."
- **9.1.5.EG.2:** Describe how tax monies are spent
- **9.1.5.FI.1:** Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
- **9.2.5.CAP.3** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- **9.2.5.CAP.4** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.

#### **Practices**

- **CLKSP3** Consider the environmental, social, and economic impacts of decisions.
- **CLKSP4** Demonstrate creativity and innovation.
- **CLKSP8** Use technology to enhance productivity, increase collaboration, and communicate effectively.

#### **Social Emotional Learning Competencies**

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Writing a journal entry to reflect on understanding of key concepts
    - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
    - Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Using zones of regulation chart to monitor your emotions
    - Take a break with deep breathing to focus yourself

- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Journaling feelings and sharing one’s feelings with others
    - Understanding different perspectives
    - Role playing with sentence starters (Ex: I hear you, I am upset because, I feel \_\_\_\_ because)
  
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Engaging in collaborative discussions
    - Incentives for individual students and small group
  
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules and routines
    - Engaging in collaborative discussions
    - Following directions

**NJSLS Computer Science Design Thinking**

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.

8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

- These standards will be addressed through STEAM Integration: [UNIT 5](#) - Building Our Community for Extreme Weather

**The Amistad Commission’s Literacy Component**

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

[Rosa Parks Lesson Plan](#) [Rosa Parks Articles](#)

[Wilma Rudolph Story Works](#) [Wilma Rudolph Choice Board](#)  
[Powerful Stories Black History](#)

**Diversity Mandate Lesson Plans**

January/February: [The Gold Cadillac](#) Mildred D. Taylor

**New Jersey Student Learning Standards for Social Studies  
 UNIT 3 - Roles and Functions of The Government**

Disciplinary Concept	Core Idea	Performance Expectations
<b>Civics, Government, and Human Rights: Civics and Political Institutions</b>	In a representative democracy, individuals play a role in how the government functions.	6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
<b>Civics, Government, and Human Rights: Civics and Political Institutions</b>	Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.
<b>Civics, Government, and Human Rights: Participation and Deliberation</b>	A major role of citizens in a representative democracy is to make responsible decisions about who should govern.	6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
<b>Civics, Government, and Human Rights: Processes and Rules</b>	Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good	6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.
<b>Civics, Government, and Human Rights: Civics and Political Institutions</b>	In a representative democracy, individuals play a role in how the government functions.	6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

Born on: OPS Board Approval August 2022

Annual Revision: OPS BOE Approval September 2023

<b>Civics, Government, and Human Rights: Civics and Political Institutions</b>	Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.
<b>Civics, Government, and Human Rights: Participation and Deliberation</b>	Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).	6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

### UNIT 3 - Roles and Functions of The Government

#### Essential Questions

- How does the structure of our government create a democratic nation?
- How do rules, laws, and policies impact communities in positive ways?
- In what ways does being an informed individual contribute to informed decision making?

#### Student Learning Objectives

Students will be able to:

- Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- Describe the services our government provides the people in the community, state and across the United States.
- Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
- Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
- Explain how national and state governments share power in the federal system of government.
- Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

#### Modifications

##### **Multilingual Learners**

Preview content vocabulary, visual clues (pictures), repeated directions, check for understanding, ask pointed questions, pre teaching of vocabulary by ESL teacher, instructional aides in classroom setting, peer models, English language supports for parents of non English speaking students. Ex: Teacher

	created dictionary with classroom pictures and labels in English and student's first language, students may employ the use of Google Translator on laptops and ipads. The following website contains Civic lessons for ESL students <a href="http://www.elcivics.com/civics.html">http://www.elcivics.com/civics.html</a> Modify length of reading passages, with extended time to complete them. Use flipbooks to help recall background vocabulary and contextual terms.
<b>Special Education</b>	Leveled texts (L-P), online RazKids leveled texts that read to you, multisensory instruction, visual aides for establishing routines, picture support, picture dictionary, peer models, use of FM system to improve attention and support auditory informations, extended time for assignments, chunked assessments, prompting, visual aids, preferential seating, check for understanding, behavior chart to increase work completion, use of word banks, highlighted materials emphasizing concepts.
<b>At-Risk</b>	Preview content vocabulary, use of visual picture clues, teacher created dictionary with classroom pictures and labels, use of reading biography buddies, allow students to echo-read with partners short instructional videos to enhance lesson ( <a href="#">Brainpop Jr.: Branches of Government</a> )
<b>Gifted and Talented</b>	Higher order thinking and questioning about information within the text, create a comic strip about the three branches of government, create a mayoral campaign. watch short instructional videos to enhance lesson ( <a href="#">Brainpop: Branches of Government</a> ) and complete activities.
<b>504</b>	Extended time for assignments, prompting, re-assurance and tie to formulate ideas, visual clues (pictures), preferential seating, repeated directions, check for understanding, ask pointed questions, highlight key vocabulary , frequent breaks during lesson, behavior chart to increase focus and work completion, use of FM system to improve attention and support auditory information, sensory breaks with timers.

**Evidence of Learning - Assessment**

Formative:

- Branches of Government Webquest
- Teacher observations

- Roles of government webquest

**Summative:**

- Branches of Government Quiz
- Create a poster or a slideshow presentation about the three branches of government
- Create a play and perform it based on the roles and functions of the government.

**Core Instructional Materials**

- Houghton Mifflin Harcourt: Into Social Studies
- How America Works Magazine
- How Government Works Magazine

**Digital Resources**

- BrainPop Jr Titled Branches of Government
- Branches of Power Game on BrainPop
- [Webquest](#)
- Cast Your Vote Game on BrainPop
- [OPS Grade 3 - Unit 3 Resources](#)
- Newsela Social Studies

**Suggested Learning Activities Directly Connected to Student Learning Activities**

Students will be able to:

- Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels by:
  - Participating in a scavenger hunt on elected officials and their roles in government.
  - Revisiting Newsela article: [How Government Works: Comparing governments](#) and engaging in a discussion about what a democracy is.
- Describe the services our government provides the people in the community, state and across the United States by:
  - Creating a handbook to describe roles of national, state, and local governments.
- Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position by:
  - Writing and giving speeches as candidates expressing views of topics important to the community.
- Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers) by:



- Creating flash cards of individuals and their roles within the community and play matching activities
- Explain how national and state governments share power in the federal system of government by:
  - Creating a “tree” for the three branches of government focusing on AAPI representatives.

### **Interdisciplinary Connections**

#### ***Reading***

- **RI.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2.** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (*Students should be able to define important vocabulary terms*)
- **RI.3.5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (*Branches of Government Webquest*)
- **RI.3.7.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.3.9.** 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. (*Use multiple sources to complete Branches of Government Webquest*)

#### ***Writing***

- **W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (*Branches of Government Webquest- compiling information of each branch of government in order to relay information to a news anchor.*)
- **W.3.3** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.3.3.A** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.3.3.B** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.3.10** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

audiences.

- **L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### **Science**

- **3-5-ETS1-2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- **9.4.5.IML.4:** Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- **9.4.5.IML.5:** Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- **9.4.5.IML.7:** Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

### **Practices**

- **CLKSP3** Consider the environmental, social, and economic impacts of decisions.
- **CLKSP4** Demonstrate creativity and innovation.
- **CLKSP8** Use technology to enhance productivity, increase collaboration, and communicate effectively.

### **Social Emotional Learning Competencies**

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Write on a post-it the contributions your classroom job brings to the classroom
    - Regular check-ins to share feelings (Oral, Thumbs Up/Thumbs Down, Emojis, etc.)
    - Self reflections
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Deep breathing
    - Brain breaks (Go Noodle)

- Writing in feeling journal
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Understanding classroom jobs and the roles different students play in the classroom
    - Cause and effect cue cards that examine choices of others
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Engaging in collaborative discussions
    - Sharing projects
    - Participating in a mock government role playing activity
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Following class rules and routines
    - Following to directions to complete tasks
    - Using technology responsibly and appropriately

### **NJSLS Computer Science Design Thinking**

**8.2.5.NT.2:** Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

## **New Jersey Student Learning Standards for Social Studies UNIT 4 - Economic Thinking**

Disciplinary Concept	Core Idea	Performance Expectations
Economics, Innovation, and Technology: Economic Ways of Thinking	Economic decision making involves setting goals and identifying the resources available to achieve those goals.	6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
Economics, Innovation, and Technology: Economic Ways of Thinking	An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
Economics, Innovation, and Technology: Economic Ways of Thinking	An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	6.15.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
Economics, Innovation, and Technology: National Economy	The government uses a variety of tools to pay for goods and services it provides to individuals and communities.	6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.
Economics, Innovation, and Technology: Global Economy	Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
<b>Economics, Innovation, and Technology: Global Economy</b>	Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
Civics, Government, and Human Rights: Participation and Deliberation	Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
Economics, Innovation, and Technology: Economic Ways of Thinking	Economic decision making involves setting goals and identifying the resources available to achieve those goals.	6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.
Economics, Innovation, and	The availability of human capital, physical capital, and/or	6.1.5.EconEM.2: Identify examples of the

Technology: Exchange and Markets	natural resources has contributed to the specialization of trade and production.	variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
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**UNIT 4 - Economic Thinking**

**Essential Questions**

- How does informed decision making contribute to individual economic success?
- In what ways does the fiscal responsibility of our government relate to the well being of our world?
- How does involving diverse perspectives and consideration of consequences lead to effective conflict resolution?

**Student Learning Objectives**

Students will be able to:

- Identify positive and negative incentives that influence the decisions people make.
- Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- Compare and contrast how the availability of resources affects people across the world differently.
- Explain the ways in which the government pays for the goods and services it provides.
- Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
- Investigate an economic issue that impacts children and propose a solution.

<b>Modifications</b>	
<b>Multilingual Learners</b>	Preview content vocabulary, visual clues (pictures), repeated directions, check for understanding ask pointed questions, pre teaching of vocabulary by ESL teacher, focus on main/core vocabulary only,

	instructional aides in classroom setting, peer models, role-playing, English language supports for parents of non English speaking students, ex: teacher created dictionary with classroom pictures and labels in English and student's first language. Students may employ the use of Google Translator on laptops and ipads, note taking sheets will be simplified and adjusted with bullet points and sentence starters, final project should include a minimum of 1 paragraph or bullet pointed sentences if necessary. Include sample questions with answers at the beginning as a clear model before students complete individual assignments.
<b>Special Education</b>	Leveled texts (L-P), online RazKids leveled texts that read to you, visual aides for establishing routines, picture support, picture dictionary, peer models. Use of FM system to improve attention and support auditory informations, extended time for assignments, prompting, visual aids, preferential seating, check for understanding, behavior chart to increase work completion, use of word banks, highlighted materials emphasizing concepts, outlines provided for note taking, less slides for Google slideshows, modeled paragraph writing with the use of the hamburger graphic organizer.
<b>At-Risk</b>	Extended time for assignments, prompting, re-assurance and tie to formulate ideas, visual clues (pictures), preferential seating, repeated directions, check for understanding, ask pointed questions, frequent breaks during lesson, behavior chart to increase focus and work completion. Short instructional videos to enhance lesson ( <a href="#">Brainpop Jr - Goods and Services</a> )
<b>Gifted and Talented</b>	Higher order thinking and questioning about information within the text, create a Google Site about a research topic, such as an economic issue affecting children and a possible solution.
<b>504</b>	Extended time for assignments, prompting, re-assurance and tie to formulate ideas, visual clues (pictures), preferential seating, repeated directions, check for understanding, ask pointed questions, frequent breaks during lesson, behavior chart to increase focus and work completion, use of FM system to improve attention and support auditory information, sensory breaks with timers.

**Evidence of Learning - Assessment**

*Formative:*

- Pros and cons of decision making worksheet
- Magazine comprehension questions
- Teacher observations

**Summative:**

- Pizza project
- Ski project
- Town Businesses: Interview a business in the community with questions that are student created.
- Write a thank you letter to someone who gifted you money, and explain what you will do with the money.

**Core Instructional Materials**

- Houghton Mifflin Harcourt: Into Social Studies
- Saving and Spending Magazine
- Producers and Consumers Magazine

**Digital Resources**

- BrainPop Jr - Goods and Services
- BrainPop Jr - Saving and Spending
- Coffee Shop Game - CoolMathGames
- [OPS Grade 3 - Unit 4 Resources](#)
- Newsela Social Studies

**Suggested Learning Activities Directly Connected to Student Learning Objectives**

Students will be able to:

- Identify positive and negative incentives that influence the decisions people make, Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community, and Explain how scarcity and choice influence decisions made by individuals, communities, and nations by:
  - Interviewing an adult/family member about their work. Why do they have a job? What are the benefits of working besides being paid? How would he/she feel about going to work every day if those benefits were taken away?
    - Collect data from these interviews to analyze the impact on the individual and/or community.
  - Have students engage in “Decision Time” from HMH Into Social Studies to determine positives and negatives for each decision. (Ex. Students are provided a budget and two choices of items to purchase.)
  - Engage in a discussion on the Newsela lesson: [Scarcity](#).

- Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources) and Explain the ways in which the government pays for the goods and services it provides by:
  - Learning the roles of money, government goods and services. Students will then write a story about how their life would be different if there were no taxes. Including which goods and services would the government stop/still be providing.
- Compare and contrast how the availability of resources affects people across the world differently by:
  - Viewing and discussing the Newsela video, [Take action for quality education](#) to learn about how people in different areas across the world address access to education.
    - Students will use Top Hat graphic organizer to compare the US to one of the other countries in the video to brainstorm similarities and differences with regard to education.
- Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world by:
  - Collaborating with other 3rd grade classes using Google Meets as a form of communication to propose
    - [Communities work together](#) (PBS video about communities working together to save sturgeon fish. Students will learn how different people work together for a common goal.)
    - [The Jolly Postman](#) (Book on the importance of communication)
  - Reading and discussing magazine 15 Producers and Consumers, Topic 7: Working Together (HMH Into Social Studies)
  - As a class, engage the students in the creation of a draft email to a local business to learn how the development of communication systems have changed their businesses. (Teacher will send the email and share responses with the class.)
- Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials by:
  - Brainstorming scenarios of local (school-level or town) issues with students. After brainstorming, students will be given one of 5 problems to research. Part of the research will include speaking to different groups that are impacted by the issue.
  - Connecting the work they have done in Writing Unit 6: Persuasive, to thoughtfully write a solution that addresses the issue.
- Investigate an economic issue that impacts children and propose a solution by:
  - Reading and discussing the text, *The Good Garden: How One Family Went from Hunger to Having Enough* by Katie Smith Milway. After engaging in the read aloud, students will learn about sustainable farming practices that yield good crops. Students will think more deeply about this issue of food insecurity and learn that there are families who may struggle to have enough food. Students will work with their classmates to brainstorm possible solutions for this



issue.

### **Interdisciplinary Connections**

#### ***Reading***

- **RI.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2.** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (*Students should be able to define important vocabulary terms*)
- **RI.3.5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **RI.3.7.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.3.9.** 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.

#### ***Writing***

- **W.3.3** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.3.3.A** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.3.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.3.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.3.6.** With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

#### ***Science***

- **3-5-ETS1-1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- **3-5-ETS1-2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the

criteria and constraints of the problem.

**World Language**

- **7.1.NM.IPRET.5** Demonstrate comprehension of brief oral and written messages found in short Culturally authentic materials on global issues, including climate change.

**NJSLS Career Readiness, Life Literacies, and Key Skills**

- **9.1.5.FP.3:** Analyze how spending choices and decision-making can result in positive or negative consequences.
- **9.1.5. EG.4:** Describe how an individual’s financial decisions affect society and contribute to the overall economy.
- **9.4.5.CI.2:** Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
- **9.4.5.CT.2:** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- **9.2.5.CAP.2:** Identify how you might like to earn an income.

**Practices**

- **CLKSP3** Consider the environmental, social, and economic impacts of decisions.
- **CLKSP4** Demonstrate creativity and innovation.
- **CLKSP8** Use technology to enhance productivity, increase collaboration, and communicate effectively.

**Social Emotional Learning Competencies**

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Writing a journal entry to reflect on understanding of key concepts
    - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
    - Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Deep breathing to reflect on one’s thoughts
    - Reflect on how one’s classroom behaviors correlate to rewards (Classroom Dojo System)

- Setting goals and reflecting on achievement of those goals
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Think, pair, share to discuss how actions and choices effect consequences
    - Role play different conflict/resolution scenarios
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Engaging in collaborative discussions
    - Incentives for individual students and small groups
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules and routines
    - Engaging in collaborative discussions
    - Following directions

### **NJSLS Computer Science Design Thinking**

**8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.