



Grade 3 Social Studies Curriculum

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Wayne School District

Social Studies Curriculum

Content Area/Grade Level	Social Studies/ 3rd Grade
Unit Plan Title	Unit 1: Geography
Time Frame	10 weeks alternating with Science
Anchor Standards/Domain	
New Jersey Student Learning Standards for Social Studies, 3-5 6.1 U.S. History: America in the World Asian American Pacific Islander Mandate New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Digital Citizenship New Jersey Student Learning Standards for English Language Arts, Grade 3 Anchor Standards for Reading: Key Ideas and Details and Integration of Knowledge and Ideas Anchor Standards for Writing: Research to Build and Present Knowledge Anchor Standards for Speaking and Listening: Presentation of Knowledge and Ideas WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5	
Unit Summary	
<p>In this unit students will understand that different maps are used for specific purposes; maps can be used to measure distances and determine time zones and to identify locations using latitude and longitude. Students will be able to compare and contrast a variety of geographic details locally, nationally and internationally. Students will gain an understanding of the concept of regionalism through the study of maps. Students will study maps to gain understanding of how the landforms, climate and weather impact how people live, local culture and the economy. Students will understand the positive and negative effects of technology on the environment locally and nationally and how it can affect settlements and migration. Lastly, they will analyze the effects of catastrophic events.</p>	
Standard Numbers and Mandates	
<u>New Jersey Student Learning Standards for Social Studies</u> Civics, Government, and Human Rights <ul style="list-style-type: none"> • 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. • 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. • 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). • 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. • 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. • 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). 	

- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- Asian American Pacific Islander Mandate

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

Digital Citizenship

- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology

New Jersey Student Learning Standards for English Language Arts, Grade 3

Reading Information

- 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.3.5. 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).

Writing

- W.3.7. Conduct short research projects that build knowledge about a topic.

Speaking and Listening

- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

Essential Questions

- How does geographical location affect and impact how and where people choose to live?
- How can we identify and locate geographical features on maps using a variety of technology resources?
- How can we analyze the effects of catastrophic events on settlements and migration?

Enduring Understandings

- Each region of the United States has a specific culture, economy and physical characteristics.
- Technology has changed the way people live, *ie* energy, transportation & communication.

Interdisciplinary Connections

This unit of study for geography has interdisciplinary connections with reading, writing and technology as students encounter non-fiction text.

- ELA: RI.3.1., W.3.7. Students can utilize their skills for reading and writing non-fiction text and apply to the Social Studies content.
- ELA: W.3.7., SL.3.6. Students can practice their speaking skills when working collaboratively with other students on research based projects.
- ELA: RI.3.5., W.3.7. Students can also use technology to examine different types of maps and visuals and identify information they yield and their limitations.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism
- describe how landforms, climate and weather impact where you live and work in the United States and NJ
- identify and use physical maps to locate features within a community

- determine shortest routes to and from locations
- analyze maps to explain impacts of location on people
- demonstrate how to use digital tools to determine time zones and latitude and longitude
- describe similarities and differences between locations
- describe how human activity impacts physical environments
- use maps, data, visualizations, graphs, diagrams, photographs, etc. to describe similarities and differences among places in New Jersey and the United States
- cite examples of how technological advances have changed the environment in New Jersey and the United States (such as energy, transportation and communication)
- analyze the effects of catastrophic environmental events and technological events
- explore the impact of geography on Asian American Pacific Islanders

Assessments

*Required common assessments have an **

All underlined resources can be found in the Grade 3 Teacher Resources folder:

- *Formative:* Shared and independent reading and writing assignments, class discussions, SS notebook
- *Summative:* Map Skills*, graphic organizers, tests, quizzes, independent reading and writing assignments
- *Benchmark:* Research based region project (ie Google Slides presentation, brochure, poster)
- *Alternative:* Options may include graphic organizers, maps, charts and additional teacher created assignments

Suggested topic ideas for assessments:

- Create a map based on specific guidelines or a brochure or project comparing and contrasting two regions of US
- Research a region of the United States and create a brochure

Teaching and Learning Activities

Activities

All underlined resources can be found in the Grade 3 Teacher Resources folder:

Develop an understanding of how geography and environmental factors impact economics and culture in the United States and New Jersey

- Use the texts in the US Regions Folder and Social Studies Weekly: Week Regions of the US to learn about the various regions of the country
- Watch Maps And Globes
- Display and discuss Regions of NJ PPT and read *Social Studies Weekly: Connections Between NJ, the US and the World*
- Create an NJ Postcard

Develop map skills to explain environmental and human impact on different locations

- Introduce map skills with Brainpop Map
- Watch videos Maps Of The World Part 1 and Maps Of The World Part 2
- Use Different Types of Maps presentation to teach physical and political maps
- Complete Maps and Globes Printable Book activity
- Read The Northeast to learn about New Jersey's landforms, history and people
- Show the Geography Slide presentation
- Select from North America Pebblego articles and activities

Understand how to interpret maps and use geographic tools

- Select various activities from Pebblego and *Social Studies Weekly: Five Themes of Geography* and *Map Skills* to introduce map skills and tools
- Use Brainpop Long & Latitude to introduce domain specific vocabulary
- Students practice using Latitude.Longitude Drag/Drop presentation and Latitude and Longitude worksheet
- Introduce time zones: Brain Pop Time Zone and Pebblego Time Zone videos
- Students practice using the In the Zone activity
- Compare: The Hawaiian Star Compass and The Compass Rose and students complete the activity

	<ul style="list-style-type: none"> Read Types of Maps to learn about the benefits of digital geographic tools <p>Analyze the impact of human activity, climate, and technological advances in New Jersey and the United States</p> <ul style="list-style-type: none"> Review and watch Map Slide Presentation HE1-3 and video Hurricane Sandy. Students complete a written response Use non-fiction reading skills to determine the effects in American History: Great Depression and Dust Bowl
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> Various leveled texts Whole class, small group, and independent work - Anchor charts with discussion language Flexible grouping Visuals - Graphic organizers Level of independence Differentiated checklists and rubric (if appropriate) Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students Differentiation Strategies for Students with a 504
Resources	
<ul style="list-style-type: none"> Grade 3 Teacher Resource Folder <i>Social Studies Weekly</i> and additional WTPS digital resources 	

Wayne School District

Social Studies Curriculum

Content Area/Grade Level	Social Studies/3rd grade
Unit Plan Title	Unit 2: Native American History and Culture
Time Frame	8 weeks alternating with Science
Anchor Standards/Domain	
New Jersey Student Learning Standards for Social Studies, 3-5 6.1 U.S. History: America in the World Amistad Mandate Holocaust Mandate Diversity and Inclusion Mandate	
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Digital Citizenship	
New Jersey Student Learning Standards for English Language Arts, Grade 3 Anchor Standards for Reading: Key Ideas and Details and Integration of Knowledge and Ideas Anchor Standards for Writing: Research to Build and Present Knowledge Anchor Standards for Speaking and Listening: Presentation of Knowledge and Ideas	
WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5	
Unit Summary	
<p>In this unit students will discover how the migration and settlement patterns of Native American groups impacted the regions of the Western Hemisphere. Students will also explore how some migration was both involuntary and voluntary. Additionally, through a study of different Native American groups, students will understand that geography impacts how you live. Students will also explore how the quest for natural resources created conflict between European colonists and Native Americans. Students will investigate how the Lenni Lenape culture has impacted different regions of New Jersey. In addition, students will discuss how events may be viewed differently based on one's own perspective. Lastly, students will investigate the effects of prejudice, the choices we have in how we react to prejudice, advocacy and the cultural contributions of different people by studying the Holocaust the experiences of African Americans living under slavery.</p>	
Standard Numbers and Mandates	
<u>New Jersey Student Learning Standards for Social Studies</u> Geography, People, and the Environment <ul style="list-style-type: none"> • 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. • 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. • 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. • 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. 	
History, Culture, and Perspectives <ul style="list-style-type: none"> • 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey 	

- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- Amistad Mandate
- Diversity and Inclusion Mandate
- Holocaust Mandate

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

Digital Citizenship

- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology

New Jersey Student Learning Standards for English Language Arts, Grade 3

Reading Information

- 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.3.5. 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).

Writing

- W.3.7. Conduct short research projects that build knowledge about a topic.

Speaking and Listening

- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

Essential Questions

- How might the availability of natural resources cause conflict between groups of people?
- How has the movement of Native American groups in New Jersey and our country influenced the culture of our communities?
- How does the environment and availability of resources affect how and where you live?
- What are the differences between Native American groups in areas such as gender, religion values and practices?
- What are examples of prejudice and what are the choices we have when reacting to prejudice in our world?
- What are the contributions of specific cultures in our world?
- What personal responsibility do citizens bear in fighting racism and hatred?
- How can we advocate for those who are being treated unfairly?

Enduring Understandings

- The availability of resources can lead to conflict.
- Movement and settlement of groups in the United States impacts the culture of communities.
- The experiences people have when they migrate to a new place differs based on the conditions of the environment.
- Settlement patterns of Native American groups had a lasting impact on different regions of the Western Hemisphere.

Interdisciplinary Connections

This unit of study for native New Jersey inhabitants has interdisciplinary connections with reading, writing and technology as students encounter non-fiction text.

- ELA: RI.3.1., W.3.7. Students can utilize their skills for reading and writing non-fiction text and apply to the Social Studies content.
- ELA: W.3.7., SL.3.6. Students can practice their speaking skills when working collaboratively with other students on research based projects.

- ELA: RI.3.5., W.3.7. Students can also use technology to examine different types of maps and visuals and identify information they yield and their limitations.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will ...

- describe how location and resources impact where and how people live.
- examine resources caused conflict and cooperation between groups
- describe migration and settlement patterns of groups and how it impacted different regions
- compare and contrast voluntary and involuntary migration of different groups
- describe the influence of Native American groups in different regions
- describe Lenni Lenape and their role in New Jersey
- research the Lenni Lenape lifestyle
- understand contributions of different races and cultures
- understand their personal responsibility to fight racism and hatred
- examine how during the Holocaust and slavery people were treated unfairly

Assessments

Required common assessments have an *

All underlined resources can be found in the Grade 3 Resource Folder:

- *Formative:* Accountable talk, role playing, shared and independent reading and writing assignments,
- *Summative:* : Graphic organizers, independent reading and writing assignments, relevant Brain Pop quizzes, Lenni Lenape Test*
- *Benchmark:* *Research Lenni Lenape and share information about their way of life.
- *Alternative:* Options may include graphic organizers, timelines, maps, charts and additional teacher created assignments

Suggested topic ideas for assessments:

- Create a diorama of the Lenni Lenape or create a model of a Native American Homes
- Web research projects with information placed in a google slide document

Teaching and Learning Activities

Activities

All underlined resources can be found in the Grade 3 Resource Folder:

Native Americans from Different Regions: Identify differences between Native American groups in areas such as gender, religion values and practices.

- Textbook lessons and student activities
 - Lesson 2: Northwest Coast People pgs 168-171
 - Lesson 3: Southwest People pgs 172-173
 - Lesson 4: Growing Up on the Plains pgs 176-179
 - Lesson 5: Keeping Traditions Alive pgs 180-183
- *Social Studies Weekly:* Tribes Across Regions and The Vibrant Societies of Pre-Columbian North America
- Readworks Text: Native Americans an article a day
- Explore how the availability of resources affected how Native American groups lived using Readworks Text: Traditional Native American Homes and Native American Homes
- Investigate the settlement patterns of different Native American groups and how landforms, climate, and resources impacted where and how they lived using Regional Native American Foldable and the Native Americans - Plains presentation
- Brain Pop Video: Native Americans
- Compare and contrast gender roles in Native American Groups using article: Native Americans-Roles of Men and Women
- Mapping Native Nations and settlement patterns on modern maps-Homes of Native Nations-Scholastic
- Native American Tribe Map: Color regions by tribe in folder
- Native American Homes article
- Investigate how the search for natural resources resulted in conflict between

	<p>European explorers and Native Americans. Suggest resource: Conflict & Cooperation between European Explorers and Native Americans</p> <ul style="list-style-type: none"> ● See Teacher Resource Folder for additional resources <p><u>Lenni Lenape of NJ:</u> Describe Lenni Lenape and their role in New Jersey and research the Lenni Lenape lifestyle</p> <ul style="list-style-type: none"> ● Explore migration and settlement by Native American groups through study of Eastern Woodland people. Suggested resource: Discovery Education Video: "History Kids: Native Americans of the Northeast" ● Explore the impact of Lenni Lenape culture on different regions of New Jersey using Lenni Lenape Slide Presentation ● <i>Social Studies Weekly</i>: Native Americans of New Jersey ● Students will gain background information about the Lenni Lenape tribe by completing the Lenni Lenape Webquest and/or reading Lenni Lenape text ● Optional: Students can create their own presentation about the Lenni Lenape tribe using this template <p>Investigate voluntary and involuntary migration and explain how their experiences differed. Slides can use this organizer to help them compare and contrast the different experiences.</p> <ul style="list-style-type: none"> ● Watch Crash Course: Migration and "Trail of Tears" from BrainPop ● Book Study: Lesson and Activities: Escaping to America: A True Story by Rosalyn Schanzer ● Read The Underground Railroad
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Various leveled texts ● Whole class, small group, and independent work ● Anchor charts with discussion language ● Flexible grouping ● Visuals ● Graphic organizers ● Level of independence ● Differentiated checklists and rubric (if appropriate) ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504
<p>Resources</p>	
<ul style="list-style-type: none"> ● Grade 3 Teacher Resource Folder ● <i>Social Studies Weekly</i> and additional WTPS digital resources ● <i>Communities Around Us</i>, Silver Burdett Ginn ● Book Title: <i>Star of Fear, Star of Hope</i> by Jo Hoestlandt 	

Wayne School District

Social Studies Curriculum

Content Area/Grade Level	Socials Studies/ 3rd Grade
Unit Plan Title	Unit 3: Civics & Government
Time Frame	8 weeks alternating within Science
Anchor Standards/Domain	
New Jersey Student Learning Standards for Social Studies, 3-5 6.1 U.S. History: America in the World	
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Digital Citizenship	
New Jersey Student Learning Standards for English Language Arts, Grade 3 Anchor Standards for Reading: Key Ideas and Details and Integration of Knowledge and Ideas Anchor Standards for Writing: Research to Build and Present Knowledge Anchor Standards for Speaking and Listening: Presentation of Knowledge and Ideas	
WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5	
Unit Summary	
In this unit, students will discover and understand that they play a role in how a government functions. They will develop an understanding of elected representatives and how they interact with citizens at all levels. In addition, they will also understand how the government functions at different levels and compare it to other nations' governments. Students will also have an understanding of rules, laws and policies and how it applies to meet their needs. Lastly, students will understand their citizenship and how immigrants can too become citizens.	
Standard Numbers and Mandates	
<u>New Jersey Student Learning Standards for Social Studies</u> Civics, Government, and Human Rights <ul style="list-style-type: none"> • 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. • 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). • 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. • 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States. • 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. • 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government. • 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government. • 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government. • 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws. • 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. • 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens. • 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. • 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems. 	
History, Culture, and Perspectives	

- 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.

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

Digital Citizenship

- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology

New Jersey Student Learning Standards for English Language Arts, Grade 3

Reading Information

- 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.3.5. 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).

Writing

- W.3.7. Conduct short research projects that build knowledge about a topic.

Speaking and Listening

- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

Essential Questions

- How do the roles of elected officials help our government work?
- How do rules and laws help a community?
- How does the United States Constitution define and limit the power of government?
- How does the United States' government compare to other nations' governments?

Enduring Understandings

- Government exists to provide rules, laws and structure to a nation.
- People have an active role in government.
- There is a process to become a citizen of the United States.

Interdisciplinary Connections

This unit of study for Government has interdisciplinary connections with reading, writing and technology as students encounter non-fiction text.

- ELA: RI.3.1., W.3.7. Students can utilize their skills for reading and writing non-fiction text and apply to the Social Studies content.
- ELA: W.3.7., SL.3.6. Students can practice their speaking skills when working collaboratively with other students on research based projects.
- ELA: RI.3.5., W.3.7. Students can also use technology to examine different types of maps and visuals and identify information they yield and their limitations.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- describe ways people benefit from government
- investigate different ways individuals participate in government
- explain how the United States functions as a democracy
- describe the roles of elected representatives and how they interact with citizens
- describe the services of government
- explain how government functions at local, county and state level
- distinguish roles and responsibilities of branches of government
- describe how the United States defines and limits power of government

- research and compare the differences and similarities between the United States and other nations' governments
- compare how decisions are made in settings such as school, government and society
- describe the process of immigration
- evaluate rules, laws and policies of government
- explain how policies are developed to address public concerns
- construct an argument for historical symbols, monuments, and holidays playing a role in the American identity
- understand how policies are developed to solve public problems

Assessments

Required common assessments have an *

All underlined resources can be found in the Grade 3 Teacher Resource folder:

- *Formative:* Accountable talk, role playing, shared and independent reading and writing assignments, American Symbol Written Organizer and Response*
- *Summative:* Graphic organizers, independent reading and writing assignments, relevant Brain Pop quizzes, epic quizzes, Pebble Go responses, Branches of Government digital notebook*
- *Benchmark:* Reflection about how rules and laws help society function locally, nationally, and globally, Written responses reflecting a students' role in government*
- *Alternative:* Options may include graphic organizers, timelines, maps, charts and additional teacher created resources such as google slide projects, google form assessments and research based projects

Teaching and Learning Activities

Activities

All underlined resources can be found in the Grade 3 Teacher Resource folder:

Civics and how the levels of government support the people

- Read, Chapter 10 Lessons 1-3 Government at Work and have students complete the student activities
- Read Chapter 12, Lesson 2 Helping One Another and have students complete the accompanying student activity
- Read *Social Studies Weekly: Citizens*
- Have students read either *Civic Responsibilities* or *We the People, Civic Values* located in EPIC - Government Collection or *Civic Roles in the Community*
- Watch Brain Pop Jr- Local and State Governments and complete the student activity
- Create Levels of Government Flip Book and play Levels of Government Trivia
- Optional student activity– County Government workbook
- Additional teacher resources: *What are the Levels of Government?* and *Civic Roles in the Community*

Federal Government: The Three Branches

- Watch Brain Pop: Branches of Government and complete the student activity
- Read Chapter 11, Lesson 1, Our National Government and have students complete the accompanying student activity
- Read *Our Government* and *Checks and Balances* located in the EPIC - Government Collection folder. Students can also read *Social Studies Weekly: Important Documents*
- Students complete the Branches of Government* digital notebook activity
- Watch KidCitizen Video: Who Represents us in Congress (AAPI)
- Use the Who Rules presentation to compare different types of government
- Additional teacher resources: *What's Government* (p.8-27) and *What is a Government* (p.12-15)

Rules and Laws

- Watch Brain Pop: Brain Pop: Rights and Responsibilities and complete the student activity

	<ul style="list-style-type: none"> ● Read <i>Why do we Need Rules and Laws</i> located in the EPIC - Government Collection folder ● Watch the Purpose of Government ● Read the article Becoming a US Citizen and watch How Long Does the US Citizen Process Take? to learn about the immigration process ● Optional activity: Students can play Immigration Nation on iCivics <p>American Symbols and Identity</p> <ul style="list-style-type: none"> ● Read Chapter 12, Lesson 1 One Nation From “Many” and have students complete the accompanying student activity ● Read Chapter 12, Lesson 4 Our Country United and have students complete the accompanying student activity ● Students can select a text from the EPIC - Symbols and Monuments Collection to learn about a symbol or monument of their choice. Students can use this handout to take notes and compose a written response explaining why the symbol or monument is important in America.
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Whole class, small group, and independent work ● Anchor charts with discussion language ● Flexible grouping - Visuals - Graphic organizers ● Group research projects ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504
Resources	
<ul style="list-style-type: none"> ● Grade 3 Teacher Resource Folder ● <i>Social Studies Weekly</i> and additional WTPS digital resources ● <i>Communities Around Us</i>, Silver Burdett Ginn ● PebbleGo- Search “US Government” for readings and related activities on local, state and federal government ● Epic: <i>Government Collection</i> and <i>Symbols and Monuments Collection</i> ● Kidcitizen.net and The Rendell Center has read aloud suggestions, lessons and resources Book Titles: <i>What’s Government</i> by Nancy Harris, <i>Civic Roles in the Community</i> by Cassandra Richards, and <i>What is Government</i> by Baron Bedesky 	

Wayne School District

Social Studies Curriculum

Content Area/Grade Level	Social Studies / Grade 3
Unit Plan Title	Unit 4: Careers
Time Frame	8 weeks alternating with Science
Anchor Standards/Domain	
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Career Awareness, Exploration, Preparation, and Training Life Literacies and Key Skills Information and Media Literacy	
New Jersey Student Learning Standards for English Language Arts, Grade 3 Anchor Standards for Reading: Key Ideas and Details and Integration of Knowledge and Ideas Anchor Standards for Writing: Research to Build and Present Knowledge Anchor Standards for Speaking and Listening: Presentation of Knowledge and Ideas	
New Jersey Student Learning Standards for Mathematics, Grade 3 Operations and Algebraic Thinking Numbers and Operations in Base Ten	
WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5	
Unit Summary	
In this unit, students will gain an understanding of finance and how it impacts their lives. They will identify ways to pursue a career and what training may be needed to obtain those careers. Students will also identify benefits received from certain careers such as health, insurance and other benefits. They will also discover how careers and jobs will impact their financial choices and spending. In addition, they will understand how risks impact them personally and their household. Students will also compare characteristics of a successful entrepreneur and business and explore factors of starting a business.	
Standard Numbers and Mandates	
<u>New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills</u> Career Awareness and Planning <ul style="list-style-type: none"> • 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. • 9.2.5.CAP.2: Identify how you might like to earn an income. • 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. • 9.2.5.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. • 9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers. • 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. • 9.2.5.CAP.7: Identify factors to consider before starting a business. • 9.2.5.CAP.8: Identify risks that individuals and households face. • 9.2.5.CAP.9: Justify reasons to have insurance. *Teachers: when addressing standards 9.2.5.CAP9, take the lens of insurance/benefits provided by a job, like dental, health, eye so it connects to 9.2.5CAP5 IN ADDITION to any insurance for a business. Information and Media Literacy <ul style="list-style-type: none"> • 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance • 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer a question. 	

New Jersey Student Learning Standards for English Language Arts, Grade 3

Reading Information

- 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.3.5. 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).

Writing

- W.3.7. Conduct short research projects that build knowledge about a topic.

Speaking and Listening

- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

New Jersey Student Learning Standards for Mathematics

Operations and Algebraic Thinking

- 3.OA.D.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Numbers and Operations in Base Ten

- 3.NBT.A.3: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

Essential Questions

- How does an individual select a career based on their likes, dislikes and abilities to ensure success?
- What benefits does a particular career offer?
- What risks do entrepreneurs, individuals and households have based on their career and spending?

Enduring Understandings

- Career choice is based on likes, dislikes and understanding of key training for that career.
- Careers offer essential benefits.
- Budgets and spending can create risks for individuals and households.
- Entrepreneurs and successful employees have particular characteristics.

Interdisciplinary Connections

This unit of study for Financial Literacy has interdisciplinary connections with reading, writing and technology as students encounter non-fiction text.

- ELA: RI.3.1., W.3.7. Students can utilize their skills for reading and writing non-fiction text and apply to the Social Studies content.
- ELA: W.3.7., SL.3.6. Students can practice their speaking skills when working collaboratively with other students on research based projects.
- ELA: RI.3.5., W.3.7. Students can evaluate the quality of digital resources to support research during the unit projects.
- Math: 3.OA.D.8, 3.NBT.A.3. Students will apply mathematics computation and problem-solving skills when learning about budgeting.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- evaluate likes and dislikes to identify careers that may be suited for them.
- identify how to earn income.
- identify what qualifications are needed to obtain a particular career.

- explain why certain careers require specific training and skills.
- identify various benefits obtained through careers.
- compare characteristics needed to be a successful entrepreneur and successful employee.
- identify factors of starting a business
- identify risks both individuals and households face based on careers and budgets.
- justify reasons to have insurance benefits through a career

Assessments

*Required common assessments have an **

All underlined resources can be found in the Grade 3 Teacher Resource folder:

- *Formative:* Accountable talk, group assignments, and independent reading and writing assignments
- *Summative:* Graphic organizers, independent reading and writing assignments, Career Exploration Assessment*
- *Benchmark:* Reflect and understand career choices and skills, develop budgets and create businesses
- *Alternative:* Options may include graphic organizers, timelines, maps, charts and additional teacher created resources such as google slide projects, google form assessments and research based projects

Suggested topic ideas for assessments:

- Research a career and/or develop a business plan

Teaching and Learning Activities

All underlined resources can be found in the Grade 3 Teacher Resource folder:

Activities

Identify a person's skill sets and passion to determine how to choose a career path and identify required qualifications for future income potential:

- Watch video to introduce career choices Jobs I Can Have When I Grow Up from Highlights Kids or Video on careers
- Search "Jobs in the Community" on Pebble Go
- Develop self-knowledge, educational and occupational exploration, and career planning awareness using the Career Activities Book
- Investigate interest in various careers Would you Rather...Career Exploration
- Links to read aloud titles: When I Grow Up Read Aloud, Belinda Baloney Changes Her Mind Read Aloud, Ada Twist, Scientist
- Read aloud The Lemonade War, Davies - chapter review and quizzes
- Time for Kids article on starting your own business, Time for Kids Financial Literacy
- Career Finder Internet Research Project from the Bureau of Labor Statistic Website
- Explore Career Options with interest survey and qualifications needed to pursue traditional and non-traditional careers ("Exploring Career Options")
- Labor and Income, based on exploring different careers, the salary ranges associated with them, and the education or training needed in order to perform the labor involved.

Evaluate the benefits and income of a career choice:

- Career Research Google slide assignment
- Read various books from EPIC collection of books on careers
- Optional: Set up a Career Day

Describe characteristics of a successful business plan and identify factors to consider before starting a business:

- "Spending and Saving", Brain Pop Jr.
- BrainPop: "Budgets" "Debt", "Banking", "Interest", "Comparing Prices"
- Play the Budget Game
- Explore how to start a successful business with "Financial Literacy Project"
- Plan a budget for a newspaper route "Billy's Budget" in resources folder
- Read mentor text Goods & Services

	<p>Identify steps to protect your business by reducing risk</p> <ul style="list-style-type: none"> ● Read <u>Scarcity, Abundance, & Cost</u> ● Search “<u>All About Money</u>” on Pebble Go ● Read on Epic <u>What is Scarcity of Resources?</u> ● Sing to <u>Saving Money Song</u> ● Compare two health insurance plans- <u>Teaching about Health Insurance</u> ● Read <u>What is Insurance?</u>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Whole class, small group, and independent work class discussions ● Flexible grouping ● Visuals ● Graphic organizers ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504
Resources	
<ul style="list-style-type: none"> ● Grade 3 Teacher Resource Folder ● Additional WTPS digital resources ● Book Titles: <i>The Lemonade War</i>, Davies, <i>Goods and Services</i>, Houghton, <i>What do you do with an Idea?</i> by Kobi Yamada, and <i>What Shoes Will You Wear?</i> by Julia Cook ● Read Alouds: <u>When I Grow Up Read Aloud</u>, <u>Belinda Baloney Changes Her Mind Read Aloud</u>, <u>Ada Twist, Scientist</u> 	