



# **Grade 3 Social Studies Curriculum**

**Director of Elementary Education:** Dawn Auerbach

**Elementary Principal:** Nicholas Grimshaw

**Committee Members:** Laura Mazza, Danielle Oliveri

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**Wayne School District**  
**Social Studies Curriculum**

<b>Content Area/Grade Level</b>	Social Studies / 3rd Grade
<b>Unit Plan Title</b>	Geography
<b>Time Frame</b>	10 weeks alternating with Science
<b>Anchor Standards/Domain</b>	
<p><b>New Jersey Student Learning Standards for Social Studies, 3-5</b> 6.1 U.S. History: America in the World Asian American Pacific Islander Mandate</p> <p><b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b> Digital Citizenship</p> <p><b>New Jersey Student Learning Standards for English Language Arts, Grade 3</b> 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</p> <p><b>WIDA ELD Standards</b> Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5</p>	
<b>Unit Summary</b>	
<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>	
<b>Standard Numbers and Mandates</b>	
<p><a href="#"><u>New Jersey Student Learning Standards for Social Studies</u></a> <b>Civics, Government, and Human Rights</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	

- 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:* Graphic organizers, tests, quizzes, independent reading and writing assignments, Map Quiz\*
- *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
- Research a region of the United States and create a brochure
- Create a brochure or project comparing and contrasting two regions of US

## Teaching and Learning Activities

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

### Maps Compare/Contrast:

- Map Skills Flip Book
- Map Skills
- Maps and Globes Printable book
- Physical and Political Maps google doc
- Brain Pop Longitude and Latitude

### Maps Identify:

- In The Zone Worksheet in folder
- Latitude, Longitude & Hemispheres worksheets
- Time Zone Worksheet
- Time Zone Map
- Hawaiian Star Compass website (AAPI Mandate)
- Map Skills Scavenger Hunt
- Map Skills Brain Pop
- Pebble Go: search "maps" for all related reading & activities

### Examples/Analyze

- Pebble Go: "North America" reading & activity
- Hurricane Sandy Video in folder (optional resource to teach effects of catastrophic environmental events)
- Ducksters: The Great Depression:Dust Bowl (optional resources to teach effects of catastrophic environmental events on migration)
- Newsela Arctic Farming reading passage
- A Different Pond by Bap Phi video link

*Activities*

*Differentiation Strategies*

- 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**

- [Grade 3 Teacher Resource Folder](#)

**Wayne School District**  
**Social Studies Curriculum**

<b>Content Area/Grade Level</b>	Social Studies/3rd grade
<b>Unit Plan Title</b>	Native American History and Culture
<b>Time Frame</b>	8 weeks alternating with Science
<b>Anchor Standards/Domain</b>	
<p><b>New Jersey Student Learning Standards for Social Studies, 3-5</b>          6.1 U.S. History: America in the World          Amistad Mandate          Holocaust Mandate          Diversity and Inclusion Mandate</p> <p><b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>          Digital Citizenship</p> <p><b>New Jersey Student Learning Standards for English Language Arts, Grade 3</b>          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</p> <p><b>WIDA ELD Standards</b>          Social and Instructional Language: ELD Standard 1          The Language of Social Studies: ELD Standard 5</p>	
<b>Unit Summary</b>	
<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.</p> <p>Lastly, students will investigate the effects of prejudice, the choices we have in how we react to prejudice, advocacy and the cultural contributions of of different people by studying the Holocaust the experiences of African Americans living under slavery.</p>	

## **Standard Numbers and Mandates**

### **New Jersey Student Learning Standards for Social Studies**

#### **Geography, People, and the Environment**

- 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**

- 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
- Create a model of a Native American Homes
- Web research projects with information placed in a google slide document

## Teaching and Learning Activities

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

### Native Americans

- Explore migration and settlement by Native American groups through study of Eastern Woodland people. Suggest resource: Discovery Education Video: "History Kids: Native Americans of the Northeast"
- 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
- Explore the impact of Lenni Lenape culture on different regions of New Jersey using Lenni Lenape Slide Presentation
- 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
- Brain Pop Video: Native Americans
- Compare and contrast gender roles in Native American Groups using article: Native Americans-Roles of Men and Women
- Students will gain background information about the Lenni Lenape tribe by completing the Lenni Lenape Webquest
- 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 European explorers and Native Americans. Suggest resource: Conflict & Cooperation between European Explorers and Native Americans
- Investigate voluntary and involuntary migration using Crash Course: Migration (certain chapters appl; link found in documents) and "Trail of Tears" from BrainPop
- Ducksters: Trail Of Tears
- See Teacher Resource Folder for additional resources

*Activities*

	<p><b>Holocaust &amp; Amistad Mandate Resources</b></p> <ul style="list-style-type: none"> <li>● Book Study: <u>Lesson and Activities: <i>Escaping to America: A True Story</i> by Rosalyn Schanzer</u></li> <li>● Book Study: <u>Lesson and Activities: <i>Allen Jay and the Underground Railroad</i> by Marlene Targ Brill</u></li> <li>● Book Study: <u>Lesson and Activities: <i>Freedom School, Yes</i> by Amy Little sugar</u></li> <li>● Book Study: <u>Lesson and Activities: <i>The Keeping Quilt</i> by Patricia Polacco</u></li> <li>● Book Study: <u>Lesson and Activities: <i>Yettele's Feathers</i> by Joan Rothenberg</u></li> </ul>
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> <li>● Various leveled texts</li> <li>● Whole class, small group, and independent work</li> <li>● Anchor charts with discussion language</li> <li>● Flexible grouping</li> <li>● Visuals</li> <li>● Graphic organizers</li> <li>● Level of independence</li> <li>● Differentiated checklists and rubric (if appropriate)</li> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>● <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>● <a href="#">Grade 3 Teacher Resource Folder</a></li> <li>● <i>Star of Fear, Star of Hope</i> by Jo Hoestlandt</li> </ul>	

**Wayne School District**  
**Social Studies Curriculum**

<b>Content Area/Grade Level</b>	Socials Studies/ 3rd Grade
<b>Unit Plan Title</b>	Civics & Government
<b>Time Frame</b>	8 weeks alternating within Science
<b>Anchor Standards/Domain</b>	
<p><b>New Jersey Student Learning Standards for Social Studies, 3-5</b> 6.1 U.S. History: America in the World</p> <p><b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b> Digital Citizenship</p> <p><b>New Jersey Student Learning Standards for English Language Arts, Grade 3</b> 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</p> <p><b>WIDA ELD Standards</b> Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5</p>	
<b>Unit Summary</b>	
<p>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.</p>	
<b>Standard Numbers and Mandates</b>	
<p><b><u><a href="#">New Jersey Student Learning Standards for Social Studies</a></u></b> <b>Civics, Government, and Human Rights</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</li> <li>• 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.</li> <li>• 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</li> </ul>	

- 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 does 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
- *Summative:* Graphic organizers, independent reading and writing assignments, relevant Brain Pop quizzes, epic quizzes, Pebble Go responses
- *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

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

### **Describe/Investigate:**

- Explore how government works using Brain Pop Videos: Branches of Government, Bill of Rights, How a Bill Becomes a Law, Presidential Power
- Search "US Government" on Pebble Go for related reading and related activities on local, state and federal government
- Class/Independent Reads available on Epic, *ie: Our Government: The Three Branches, We the People, Civic Values in America, Checks and Balances, a Look at the Powers of Government, Why do we need Rules and Laws?*
- Episodes about civics and civic responsibilities are available on kidcitizen.net (*ie: Children in Action and Welcome to Congress*)
- The Rendell Center has read aloud suggestions, lessons and resources for all areas of teaching civics
- Investigate different ways people can participate in government by reading *Carl the Complainer, City Green or Uncle Willy and the Soup Kitchen* and completing associated lessons
- Explore the role of elected officials, specifically the President, by reading *So You Want to be President?* and completing related activities
- Branches of Government sort activity
- 3 Branches of Government interactive notebook resources

### **Research/Compare:**

- Show & discuss how to become a United States Citizen. Search "Becoming a United States Citizen" by Growing Learners
- Ducksters: Becoming a US Citizen non-fiction reading and quiz
- Readworks: China Today: compares United States to China
- The Branches of the US Government Unit
- Immigration and Citizenship Webquest from iCivics.org. Students will examine reasons people migrate from their home and describe the naturalization process and the value many immigrants place on U.S. citizenship (link in folder)
- Government Pizza Project pdf (in folder)
- Branches of Government Informational Writing

Activities

	<ul style="list-style-type: none"> <li>● <a href="#">3 Branches of Government organizer</a></li> <li>● Assess understanding of the 3 levels of government by completing <a href="#">3 Levels of Government Sort</a></li> <li>● Research and compare the differences and similarities between the United States' government and other nation's governments. Suggested resources: <a href="#">Communism and Democracy articles</a>.</li> </ul>
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> <li>● Various leveled texts</li> <li>● Whole class, small group, and independent work</li> <li>● Anchor charts with discussion language</li> <li>● Flexible grouping - Visuals - Graphic organizers</li> <li>● Group research projects</li> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>● <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>● <a href="#">Grade 3 Teacher Resource Folder</a></li> </ul> <p><b>Books to Support Classroom Instruction</b></p> <ul style="list-style-type: none"> <li>● <i>What's Government</i> by Nancy Harris</li> <li>● <i>What are the Levels of Government?</i> by Baron Bedesky</li> </ul>	



**Wayne School District  
Social Studies Curriculum**

<b>Content Area/Grade Level</b>	Social Studies / Grade 3
<b>Unit Plan Title</b>	Careers
<b>Time Frame</b>	8 weeks alternating with Science
<b>Anchor Standards/Domain</b>	
<p><b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b> Career Awareness, Exploration, Preparation, and Training Life Literacies and Key Skills Information and Media Literacy</p> <p><b>New Jersey Student Learning Standards for English Language Arts, Grade 3</b> 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</p> <p><b>New Jersey Student Learning Standards for Mathematics, Grade 3</b> Operations and Algebraic Thinking Numbers and Operations in Base Ten</p> <p><b>WIDA ELD Standards</b> Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5</p>	
<b>Unit Summary</b>	
<p>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.</p>	

## Standard Numbers and Mandates

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

#### **Career Awareness and Planning**

- 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**

- 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 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, group research projects
- *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, develop a business plan

## Teaching and Learning Activities

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

### Identify:

- Introducing the concept of money (earning, investing, risks, etc) Suggested resources: *Banking* and *What can you do with money?* from Epic
- "Spending and Saving", Brain Pop Jr.
- Discuss inevitable risks and reducing or avoiding financial risk. Suggested resource: "Budgets" "Debt", "Banking", "Interest", "Comparing Prices" on Brain Pop
- search "All About Money" on Pebble Go
- Student groups will explore how to start a successful business with "Financial Literacy Project"
- Plan a budget for a newspaper route "Billy's Budget" in resources folder
- Budgets Game pdf

### Evaluate/Explain:

- Explore Career Options with interest survey and qualifications needed to pursue traditional and non-traditional careers ("Exploring Career Options")
- Career Research Google slide assignment
- Career exploration reading and comprehension passages
- Students will investigate their interest in various careers using the Would you rather career exploration
- Students will research a career of their choice on Epic and complete the Career Research Google Slide
- Starting a business pdf students select and plan a business
- My Career Research google slide project: students select a career and research the specifics of that career
- Career Interest Inventory: students can fill out a survey to identify their likes and dislikes
- Students will develop self-knowledge, educational and occupational exploration, and career planning awareness using the Career Activities Book

*Activities*

## *Differentiation Strategies*

- 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**

### Books to Support Classroom Instruction

- *The Lemonade War*, Davies
- *Goods and Services*, Houghton
- *Belinda Baloney Changes her Mind* by Becca Carnahan
- *Ada Twist, Scientist* by Andrea Beaty
- *What do you do with an Idea?* by Kobi Yamada
- *When I Grow Up* by Al Yankovic
- *What Shoes Will You Wear?* by Julia Cook

### Assessments

- Brain Pop assessments
- Billy's Budget Project
- Career google slide research project
- Career focused reading passages

### Videos and Links

- Teacher Kids about Careers in 5 minutes :We Are Teachers
- Kid's Money: Video and Links