

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3

Content Area: Social Studies

Introduction:

Students in Third Grade Social Studies will complete three units that introduce different regions, activities, early people, and wars that took place in the state of New Jersey. Students will research the four regions of New Jersey: Highlands, Piedmont, Appalachian Ridge and Valley, Atlantic Coastal Plain. All Social Studies units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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Original Adoption: October 23, 2018

Revised On: July 1, 2019

Revised By: A. Ferrer

Recommended Pacing Guide

Unit 1: Land Of New Jersey	55 days
Unit 2: Early People and History of the Garden State	55 days
Unit 3: New Jersey Yesterday and Today	55 days

Unit 1: Land of New Jersey

Duration: Approximately 55 Days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

New Jersey Student Learning Supporting Standards:

- 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 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.

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- 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
- 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources.
- 6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
- 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- 6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

Primary Interdisciplinary Connections:

Reading

- RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.
- 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.

Speaking and Listening

- SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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Writing

- W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose
- W.3.7: Conduct short research projects about a topic.
- W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

Social Studies Skills:

- **Chronological Thinking**
 - Place key historical events and people in historical eras using timelines.
 - Explain how the present is connected to the past.
- **Spatial Thinking**
 - Determine locations of places and interpret information available on maps and globes.
- **Critical Thinking**
 - Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)
- **Presentational Skills**
 - Use evidence to support an idea in a digital, oral and/or written format.
 - Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
 - 8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - 8.1.5.C.1** Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

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8.1.5.D.1 Understand the need for and use of copyrights

- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Core Instructional & Supplemental Materials

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> Teacher observations during small group and whole class discussions Questioning and conferring Exit Slips Turn and talks Stop and jot Quick write Thumbs up/ thumbs down Whiteboard answer card 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> Critical Thinking Questions NJ Region Map craft Comparison chart of NJ Regions (characteristics) Student-created "Visitor Brochure" highlighting all the various cultures, economics, politics, resources, and physical environments that NJ has to offer. State Stamp Art project
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<p>Summative Assessments:</p> <ul style="list-style-type: none"> Unit Tests Projects 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> Beginning of Year SGO Mid-Year SGO End of Year SGO
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Knowledge & Skills

Essential Questions:

- How can you use a map to compare and contrast information?
- Where is New Jersey located within the United States of America?
- What are some characteristics of the Mid-Atlantic region?
- What are the different regions of New Jersey and what determined how the boundaries were established?
- What various characteristics are specific to each region of New Jersey?
- What are some factors that determine where and how people live and work in different regions of New Jersey?
- What makes New Jersey a unique state in the country?
- What are New Jersey's symbols and mottos?
- What are the distinctive characteristics of each county in New Jersey?
- Which county do you live in?
- What are special characteristics of your county?
- What special events happen in your county throughout the year?
- What special events happen in other counties in New Jersey throughout the year?

Enduring Understandings:

- Different types of maps can be used to compare and contrast information.
- New Jersey is a part of the Mid-Atlantic region of the United States.
- Different regions of New Jersey yield different products of culture, economics, politics, resources, and physical environment.
- New Jersey is composed of a variety of different regions with distinct physical features, natural resources, and attractions.
- Landforms, climate and weather, and resources have an impact on where and how people live and work in different regions of New Jersey.
- There are some major cities in New Jersey in addition to suburban and rural areas.
- New Jersey's people impact the environment around them.
- New Jersey's physical and human characteristics make it a unique state in the USA.
- New Jersey has its own symbols and mottos
- New Jersey consists of 21 distinctive counties.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

General Websites:

- [Studies Weekly](#)
- [Newsela](#)
- [Facts for Now, NJ](#)
- [Student Guide to Ocean County](#)
- [Student Guide questions](#)
- [Mr.Nussbaum's website](#)
- [Hangout NJ website](#)

Varied Levels of Text:

- [Scott Foresman Social Studies, New Jersey](#)
- [Eileen Cameron, G is for Garden State](#)
- [Mark Stewart, Uniquely New Jersey, All Around New Jersey, People of New Jersey](#)

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| <ul style="list-style-type: none">• Celebrate NJ website• TrueFlix• Statue of Liberty website• NJ State website www.state.nj.us | <ul style="list-style-type: none">• Ann Heinrichs, Welcome to the U.S.A: New Jersey• Deborah Kent, New Jersey• Walters Dean Myers The Harlem Hellfighters• Rosa Parks: My Story |
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Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
- Use visuals
- Use gestures
- Provide extended time
- Provide written directions with models and diagrams when possible

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan. (Time, Environment, Materials, Specific Disabilities)
- Highlight Key Details
- Consult with Special Education Teacher
- Allow for alternate projects/assignments
- Scribe during assignments if needed
- Use an amplifier when possible
- Allow breaks during long assignments/Unit tests
- Allow alternate ways to complete projects/assignments/tests

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Be flexible
- Assign a Peer Tutor
- Check in for progress during long projects/assignments

Economically Disadvantaged:

- Be flexible with assignments
- Phone conferences as an alternative.
- Provide materials for class and home assignments
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

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Culturally Diverse:

- Involve families in student learning
- Use visuals
- Use gestures when appropriate
- Provide social/emotional support
- Respect cultural traditions

Unit 2: Early People and History of the Garden State

Duration: Approximately 55 days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

New Jersey Student Learning Supporting Standards:

- 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.
- 6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution.
- 6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
- 6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

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- 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

Primary Interdisciplinary Connections:

Reading:

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- 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.

Speaking and Listening:

- SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Writing:

- W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose
- W.3.7: Conduct short research projects about a topic.
- W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

Social Studies Skills:

- **Chronological Thinking**
 - Place key historical events and people in historical eras using timelines.
 - Explain how the present is connected to the past.
- **Spatial Thinking.**
 - Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- **Critical Thinking**
 - Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)
- **Presentational Skills**
 - Use evidence to support an idea in a digital, oral and/or written format.

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- Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
8.1.5.F.1: Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

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- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher observations during small group and whole class discussions ● Questioning and conferring ● Exit Slips ● Turn and Talks ● Quick Write ● Thumbs up/ thumbs down ● Act it out ● Whiteboard answer card 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Critical Thinking Questions ● Compare and Contrast chart (Lenni Lenape vs. NJ Colonists) ● Letter writing: Colonists write home, explaining to family about their experiences arriving in NJ ● Debate Cultural Differences of Lenni Lenape and NJ Colonists ● Create a Treaty: Using points from the debate, come together to create a treaty between the Lenni Lenape and NJ Colonists which will honor each culture and lend to a peaceful and meaningful coexistence. ● Action plan: create a plan that would ensure a Patriot victory at Monmouth
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<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit Tests ● Projects 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Beginning of Year SGO ● Mid-Year SGO ● End of Year SGO
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Lenni Lenapes, the first New Jerseyans, celebrated a rich culture in their daily lives. ● People migrated to New Jersey for different reasons. ● European exploration of New Jersey changed the cultural identity of New Jersey. ● Major events in New Jersey history caused changes in the culture and perspective of the state. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Who were the first New Jerseyans? ● How did gender play a role in the daily life and culture of the Lenni Lenapes? ● Which European groups explored and settled in New Jersey and what factors led them to choose New Jersey? ● What factors led to the culture clash between the New Jersey colonists and the Native Americans?
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<ul style="list-style-type: none"> ● William Livingston, the first governor of New Jersey, was an important figure in the development of New Jersey government. ● Conflicts with Britain led to the American Revolution and the fight for independence. ● New Jersey was an important battleground during the American Revolution. ● George Washington’s leadership led to the victories of the Battles of Trenton and Princeton. ● Climate conditions during the Battle of Monmouth resulted in neither side claiming victory. 	<ul style="list-style-type: none"> ● How did William Penn and John Woolman’s beliefs about the Native Americans’ land lead to a formal treaty between the colonists and the Native Americans? ● What were William Livingston’s accomplishments and how did they play a prominent role in New Jersey government? ● What major conflicts led to the writing of the Declaration of Independence and the American Revolution? ● What qualities makes it a good leader? ● What events of the Battle of Trenton made this battle a turning point in the American Revolution? ● What events of the Battle of Princeton led to the Patriots’ victory? ● What clever decisions did George Washington make that led to the victories of the Battles of Trenton and Princeton? ● What conditions led to the Battle of Monmouth resulting in a draw?
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● StudiesWeekly ● Newsela ● Nj History Kids ● Facts for Now, NJ ● Student Guide to Ocean County ● Student Guide questions ● Mr.Nussbaum’s website ● Hangout NJ website ● Celebrate NJ website ● TrueFlix ● Statue of Liberty website ● www.nps.gov ● NJ State website www.state.nj.us ● NJ and American Revolution: Liberty Kids (video) ● Washington Crosses the Delaware Part 2 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● NJ and the Revolution ● Battle of Trenton ● British Battles- Battle of Trenton ● Battle of Princeton ● Silver Burdett & Ginn Social Studies, New Jersey Yesterday and Today ● Scott Foresman Social Studies, New Jersey ● Eileen Cameron, G is for Garden State ● Mark Stewart, Uniquely New Jersey, All Around New Jersey, People of New Jersey ● Ann Heinrichs, Welcome to the U.S.A: New Jersey ● Deborah Kent, New Jersey
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| <ul style="list-style-type: none">● Crossroads of the American Revolution● Video-Horrible Histories- Revolting Revolution● LEH Revolutionary Monument● Revolutionary War NJ (teacher resource) | <ul style="list-style-type: none">● Lynne Cheney, When Washington Crossed the Delaware● Mir Tamim Ansary, Eastern Woodlands Indians● Herbert C. Craft, The Lenape or Delaware Indians● Bobbie Kalman, Native Homes● Bobbie Kalman, Life in a Longhouse Village● Letters From a Slave Girl: The Story of Harriet Jacobs● Ella Fitzgerald: The Tale of a Vocal Virtuoso● Amistad Mutiny: Fighting for Freedom Somerville, Barbara A.● What was The Holocaust? Gail Herman |
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Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
- Use visuals
- Use gestures
- Provide extended time
- Provide written directions with models and diagrams when possible

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan. (Time, Environment, Materials, Specific Disabilities)
- Highlight Key Details
- Consult with Special Education Teacher
- Allow for alternate projects/assignments
- Scribe during assignments if needed
- Use an amplifier when possible
- Allow breaks during long assignments/Unit tests
- Allow alternate ways to complete projects/assignments/tests

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Be flexible
- Assign a Peer Tutor

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- Check in for progress during long projects/assignments

Economically Disadvantaged:

- Be flexible with assignments
- Phone conferences as an alternative.
- Provide materials for class and home assignments
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

Culturally Diverse:

- Involve families in student learning
- Use visuals
- Use gestures when appropriate
- Provide social/emotional support
- Respect cultural traditions

Unit 3: New Jersey Yesterday and Today

Duration: Approximately 55 days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

New Jersey Student Learning Supporting Standards:

- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
- 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 6.1.4.A.9 Compare and contrast the responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.12 Explain the process of creating change at the local, state, or national level.

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- 6.1.4.A.13 Describe the process by which immigrants become United States citizens.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and actions taken to address them.
- 6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.3 Explain why incentives vary between and among producers and consumers.
- 6.1.4.C.4 Describe how supply and demand influence price and output of products.
- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- 6.1.4.C.13 Determine the qualities of entrepreneurs in a capitalistic society.
- 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

Primary Interdisciplinary Connections:

Reading

- RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.
- 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.

Speaking and Listening

- SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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- SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Writing

- W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose
- W.3.7: Conduct short research projects about a topic.
- W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

Social Studies Skills:

- **Chronological Thinking**
 - Place key historical events and people in historical eras using timelines.
 - Explain how the present is connected to the past.
- **Critical Thinking**
 - Distinguish fact from fiction.
 - Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)
- **Presentational Skills**
 - Use evidence to support an idea in a digital, oral and/ written format.
 - Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
 - 8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - 8.1.5.C.1** Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

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- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
8.1.5.F.1: Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observations during small group and whole class discussions ● Questioning and conferring ● Exit cards/questions ● Turn and talks ● Quick write ● Thumbs up/ thumbs down ● Act it out ● Whiteboard answer card 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Critical Thinking Questions ● “Letter to the Governor”- Write a letter to the Governor of New Jersey either commending a law/practice of the state or asking for a change in something you disagree with. ● Postcard Project: Create a postcard persuading someone to visit one of the regions of NJ
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit Tests 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Beginning of Year SGO

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<ul style="list-style-type: none"> • Projects 	<ul style="list-style-type: none"> • Mid-Year SGO • End of Year SGO
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • State and community government decisions service and impact citizens of New Jersey. • Democratic societies must balance the rights and responsibilities of individuals with the common good. • State and community government are both similar to and different from national government. • Citizens have the right to disagree with a decision or law the state government adopts. • People respond to and resolve conflict in a variety of ways. • Knowledge of the past helps one understand the present and make decisions about the future. • Local, national, and international relationships are affected by economic transactions. • The economy of New Jersey relies on relationships with other states and nations that are similar to and different from our own. • People make decisions based on their needs and wants and the availability of resources within an economic system. • True relationships are revealed during difficult times as well as happy times. • Immigrants can obtain rights and become American citizens. • Cultures struggle to maintain traditions in a changing society. • Relationships between science and technology may impact a society positively and negatively. • Creativity and innovation have led to improvements in lifestyle, access to 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the roles and responsibilities of citizens and government in a democracy? • How does the government service citizens? • In what ways can the government impact citizens negatively or positively? • What does a democratic society do to balance the rights and responsibilities of individuals with the common good? • How are state and community government similar to and/or different from national government? • In what ways may a citizen or group of citizens disagree with a decision or law from the government? • When in history has a citizen or group disagree with a government decision; what was the response to the disagreement? • How can a citizen demonstrate their disapproval of a government decision or law? • Can an individual make a difference in history? • Why do people fight? • How does the evaluation of past events help us to make future decisions? • How are we connected to events and people of the past? • Why do we have money? • What effect does the economy have on society? • How does the economy affect your life and the lives of others?

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<p>information, and the creation of new products.</p> <ul style="list-style-type: none"> • Scientific and technological innovation can transform societies and affect people’s lives and the environment. • New Jersey citizens of the past and present have made an impact on the world today. 	<ul style="list-style-type: none"> • What impact does scarcity have on the production, distribution, and consumption of goods and services? • What factors lead to a person’s decisions? • Why would immigrants want to move to the United States? • Did all immigrants come here willingly? • How does an immigrant become an American citizen? • What does it mean to be an American citizen? • Should immigration be restricted or regulated? • What can happen when different cultures interact within a relationship? • How do some problems from this time period remain with us still today? • How is culture affected by a changing society? • Is new technology always better than that which it replaces? • How do technologies and innovations affect or change society? • Who wins and who loses when technology changes? • How have New Jersey citizens influenced the state, country, and/or the world? • Who are some noteworthy New Jerseyans and what did they accomplish?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • StudiesWeekly • Newsela • Nj History Kids • Facts for Now, NJ • Student Guide to Ocean County • Student Guide questions • Mr.Nussbaum’s website 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Silver Burdett & Ginn Social Studies, New Jersey Yesterday and Today • Scott Foresman Social Studies, New Jersey • Eileen Cameron, <u>G</u> is for Garden State
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| <ul style="list-style-type: none">• Hangout NJ website• Celebrate NJ website• TrueFlix• Statue of Liberty website
www.nps.gov• NJ State website www.state.nj.us• Local and State government lessons• Congress for Kids• Government and Market lessons• Financial Literacy Unit• Supply and Demand Brainpop• Brainpop Finance videos | <ul style="list-style-type: none">• Mark Stewart, Uniquely New Jersey, All Around New Jersey, People of New Jersey• Ann Heinrichs, Welcome to the U.S.A: New Jersey• Deborah Kent, New Jersey• New Jersey Legislature: Pastimes and Trivia• Harcourt SS NJ Book pages 152-161• Little Bright and the Buckminster Boy• Take a Walk in Their Shoes• What was The Holocaust? Gail Herman |
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Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
- Use visuals
- Use gestures
- Provide extended time
- Provide written directions with models and diagrams when possible

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan. (Time, Environment, Materials, Specific Disabilities)
- Highlight Key Details
- Consult with Special Education Teacher
- Allow for alternate projects/assignments
- Scribe during assignments if needed
- Use an amplifier when possible
- Allow breaks during long assignments/Unit tests
- Allow alternate ways to complete projects/assignments/tests

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Be flexible
- Assign a Peer Tutor
- Check in for progress during long projects/assignments

Economically Disadvantaged:

- Be flexible with assignments

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- Phone conferences as an alternative.
- Provide materials for class and home assignments
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

Culturally Diverse:

- Involve families in student learning
- Use visuals
- Use gestures when appropriate
- Provide social/emotional support
- Respect cultural traditions