

Winslow Township School District
Social Studies Grade 3

Overview: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. Students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

Overview	2020 New Jersey Student Learning Standards Social Studies	Unit Focus	Essential Questions
Unit 1	6.1.5.GeoSV.1 6.1.5.GeoSV.2 6.1.5.GeoSV.3 6.1.5.CivicsPR.4 6.1.5.CivicsHR.1 6.1.5.CivicsPR.3 6.1.5.CivicsCM.3 WIDA Standards 1, 2, 3, 5	Maps (September) Government (October)	<p>How does the geography of New Jersey compare to that of other states?</p> <p>How do we represent the world around us?</p> <p>How does where you live influence how you live?</p> <p>How do people change and adapt to their environment?</p> <p>In what ways does the organization of the United States support the citizenry?</p>
Enduring Understandings	<ul style="list-style-type: none"> • Knowing how to read maps helps people better understand the world. • There are different kinds of maps for different purposes. • Citizens have rights and responsibilities they must commit to so that society runs smoothly and successfully. 		

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<p>Unit 2</p>	<p>6.1.5.CivicsPI.1 6.1.5.CivicsPI.2 6.1.5.CivicsPI.3 6.1.5.CivicsPD.2 6.1.5.Civic.DP.1 6.1.5.CivicsPR.1 6.1.5.CivicsDP.2 6.1.5.CivicsCM.1 6.1.5.CivicsCM.5 6.1.5.HistoryCC.2 6.1.5.HistoryCC.9 6.1.5.CivicsPD.3 6.1.5.CivicsHR.4 6.1.5.HistoryCC.4 6.1.5.HistoryUP.6 6.3.5.CivicsPD.2 WIDA Standards 1, 2, 5</p>	<p>United States Citizenship (November)</p> <p>Development of American Culture (December)</p> <p>Diversity Holocaust& Amistad (January)</p>	<p>How can a good citizen support a democratic government?</p> <p>What is the responsibility of elected officials to represent the needs of citizens?</p> <p>How do we balance individual and community needs?</p> <p>How do the needs of a community impact the creation of law?</p> <p>How does the right to vote influence our elected officials?</p> <p>What influences have impacted the emerging American culture?</p> <p>How is the history of our country sustained?</p> <p>How can human empathy and understanding be enhanced by the study of diverse cultures?</p>
<p>Unit 2 (cont.) <i>Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Good citizens make the right decisions, serve in their community, and stay out of trouble. • For hundreds of years, immigrants have come to the United States in search of a more successful life and have become citizens. • Cultural differences enrich communities and make them diverse and unique. 		

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<p>Unit 3</p>	<p>6.1.5.CivicsDP.2 6.1.5.CivicsDP.3 6.1.5.CivicsHR.2 6.1.5.CivicsHR.3 6.1.5.HistoryCC.7 6.1.5.GeoGI.1 6.1.5.GeoGI.4 6.3.5.CivicsPD.3 6.1.5.EconET.1 6.1.5.EconGE.1 6.3.5.EconET.1 WIDA Standards 1, 2, 3, 5</p>	<p>Human Rights (February) Immigration (March) Economics(April)</p>	<p>What can be done to address challenges in human understanding?</p> <p>How do Civil Rights leaders influence current America?</p> <p>Why should liberties and freedoms be granted to all?</p> <p>In what ways has immigration affected life in the United States?</p> <p>How do citizens contribute to the financial stability of the nation?</p> <p>How do people make economic decisions?</p> <p>What factors influence what people buy?</p> <p>How does the availability of resources affect economic outcomes?</p>
<p><i>Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Citizens have rights and responsibilities they must commit to so that society runs smoothly and successfully. • Some people are born citizens while others need to take a citizenship test. • Supply and demand dictate price & output of products. 		

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<p>Unit 4</p>	<p>6.1.5.HistoryCC.11 6.1.5.HistoryUP.1 6.1.5.HistorySE.2 6.1.5.CivicsDP.2 6.1.5.CivicsCM.2 6.1.5.CivicsCM.3 6.1.5.CivicsCM.4 6.1.5.CivicsCM.6 WIDA Standards 1, 2, 4, 5</p>	<p>American Revolution (May)</p> <p>People and Their Environment (June)</p>	<p>In what ways have historical documents helped to mold the present government?</p> <p>What responsibilities accompany United States citizenship?</p>
<p>Unit 4 (cont.) <i>Enduring Understandings</i></p>	<ul style="list-style-type: none"> • The United States provides opportunities for citizens to think freely, practice their own religion, succeed financially, and develop a strong, educational background. • Citizens have rights and responsibilities they must commit to so that society runs smoothly and successfully. 		

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Curriculum	Standards		Pacing	
			Weeks	Unit Weeks
Unit 1: Maps and Government	6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.	2	
	6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.		
	6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).	3	
	6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.		
	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).	3	
	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.		
	Assessment, Re-teach and Extension			
			9	

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Unit 1 Grade 3

Content Statement	Indicator #	Indicator
Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
	6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
Certain dispositions help individuals contribute to the health of American democracy.	6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	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.

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Unit 1 Grade 3	
Assessment Plan	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes 	<ul style="list-style-type: none"> • Graphic organizers • Learning stations • Think-pair-share • Scoring rubric • Benchmark assessments
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Class discussions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Hands-on activities 	
Resources	Activities
<p>Trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources</p> <p>Literature/Informational Text:</p> <ul style="list-style-type: none"> • The Journey of Oliver K. Woodman • Surviving on Mt. Everest to discuss how headings, maps, and diagrams are helpful to readers. • The Trial of Cardigan Jones • Connect to Social Studies Jury Duty <p>Internet Resources:</p> <ul style="list-style-type: none"> • https://prometheanplanet.com/ • https://jr.brainpop.com/socialstudies/ • https://www.nj.gov/nj/about/maps/ • https://www.youtube.com/watch?v=1IXKlvMS4i4 • https://www.youtube.com/watch?v= MCARcEr5HK • https://www.socialstudiesforkids.com/subjects/government.htm • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ • NJ Climate Change Education Resources- https://www.nj.gov/education/standards/climate/index.shtml/ • New Jersey Holocaust Commission Resources Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28 www.nj.gov/education/holocaust/ 	<ul style="list-style-type: none"> • recall basic information found on maps (e.g., directionality, landforms, natural resources) • discuss the uses of latitude and longitude • apply latitude and longitude to determine time zones, distances, and locations on maps • use maps and landform maps found in the Social Studies book to discuss symbols, map keys, and cardinal directions (p. H10). • Use transportation maps in the Social Studies book (p.200) • Identify a region to create a display, record explanations, and dress in a way that symbolizes their region at a Social Studies Fair by the end of the first marking period • writing: open-ended responses, conclusions and analysis of exploratory activities • distinguish among local, state, and national rules and laws • identify authentic documents forming the basis of the United States government (e.g. the United States Constitution) • analyze the function of the three branches of government • determine how the “common good” affects federal laws (e.g., the Americans with Disabilities Act, the Civil Rights Movement) • connect to music/literature thru “This is My Country” • identify freedoms and rights people have in the United States create a mock election

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<ul style="list-style-type: none"> • New Jersey Amistad Commission Resources- NJ Department of Education - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad 	
Instructional Best Practices and Exemplars	
<ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations 	<ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills	
<p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</p> <p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p> <p>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.</p> <p>Additional opportunities to address 9.1, 9.2 & 9.4: Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p>	

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Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students.

Modifications/accommodations may include:

- o Small group instruction
- o Audio books
- o Text-to-speech platforms
- o Leveled texts
- o Modeling and guided practice
- o Read directions aloud
- o Repeat, rephrase and clarify directions
- o Extend time as needed
- o Break down assignments into smaller units
- o Utilize scaffolding strategies
- o Preview/pre teach vocabulary
- o Complete picture walk
- o Provide shortened assignments
- o Modify testing format and/or provide alternative assessment
- o Provide graphic organizers
- o Verbalize before writing
- o Use technology i.e. Chromebooks and iPads
- o Provide sentence starters
- o Utilize consistent structured routine
- o Provide simple and clear classroom rules
- o Provide frequent feedback
- o Provide support staff as needed
- o Assist w/ organization
- o Recognize success

Modifications for At-Risk Students

Formative and summative assessment data will be used to monitor student progress. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students.

Modifications/accommodations may include:

- o Small group instruction
- o Extend time as needed
- o Break down assignments into smaller units
- o Utilize scaffolding strategies
- o Provide shortened assignments
- o Modify testing format and/or provide alternative assessment
- o Provide graphic organizers
- o Verbalize before writing
- o Provide sentence starters
- o Use technology i.e. Chromebooks and iPads
- o Provide consistent structured routine
- o Provide simple and clear classroom rules
- o Provide frequent feedback
- o Provide support staff as needed
- o Assist w/ organization
- o Recognize success

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> • Use of bilingual dictionaries • Personal dictionary • Word wall • Manipulatives • Pictures, photographs • Modeling and guided practice • Sentence starters • Response frames • Adapted text/ Leveled Readers • Repeated reading • Graphic organizers • Background knowledge experience • Vocabulary (cognates) exposure • Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ◦ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> • require higher order thinking, communication, and leadership skills • differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • provide higher level texts • expand use of open-ended, abstract questions • require critical and creative thinking activities with emphasis on research and in-depth study • provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> • Gifted Programming Standards • Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy • REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

***English Language Arts:**

- RL.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.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RI.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3. 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.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.7. Conduct short research projects that build knowledge 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.

***Math:**

- 3.MD.B. Represent and interpret data.

Arts:

- 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
- 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
- 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- 1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside

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Integration of Technology Standards NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

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

8.1.5.DA.2: Compare the amount of storage space required for different types of data.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Many factors influence the accuracy of inferences and predictions.

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

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

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

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

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	Standards		Pacing	
			Weeks	Unit Weeks
Unit 2: US Citizenship Development of American Culture Diversity	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.	3	9
	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.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).		
	6.1.5.Civic.DP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).		
	6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).		
	6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.	3	
	6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country		
	6.1.5.CivicsCM.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.		
	6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.		
	6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.		
	6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.		
	6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.	2	
	6.1.5.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey		
	6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.		
	6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.		
Assessment, Re-teach and Extension			1	

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Unit 2 Grade 3		
Content Statement	Indicator #	Indicator
In a representative democracy, individuals play a role in how government functions.	6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
	6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
In a representative democracy, individuals elect representatives to act on the behalf of the people.	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.
Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials)	6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	6.1.5.Civic.DP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
	6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
There are different processes for establishing rules and laws.	6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
Certain dispositions help individuals contribute to the health of American democracy.	6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country
	6.1.5.CivicsCM.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
Individuals have the right to be safe and not to be bullied or discriminated against.	6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
Chronological sequencing helps us track events over time.	6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey
	6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

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Historical records are shaped by the society that the creator lived in.	6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives
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Unit 2 Grade 3

Assessment Plan

<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Class discussions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Hands-on activities
Resources	Activities
<p>Trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources</p> <p>Literature/Informational Text:</p> <ul style="list-style-type: none"> • Social Studies textbook • Yonder Mountain: A Cherokee Legend • The Trail of Tears • Texts about fictional and nonfictional heroes (Abraham Lincoln, Paul Revere, Superman) • Social Studies textbook • Select books on the topic of being a good citizen from school library such as <i>If I Were President</i> and <i>I am Rosa Park</i> • Select authentic, multiculturalism books school library <p>Internet Resources:</p> <ul style="list-style-type: none"> • https://prometheanplanet.com/ • https://jr.brainpop.com/socialstudies/ • https://www.youtube.com/watch?v=TyP09SOUeZa • www.servicelearning.org • https://www.youtube.com/watch?v=O1gxWnWz2bs • https://youtu.be/ECLQJJwHpB8 • https://www.socialstudiesforkids.com/subjects/cultures-main.htm • https://www.socialstudiesforkids.com/subjects/ushistory.htm • http://cherokeetrail.org/ • https://www.state.nj.us/state/historykids/index.htm • https://youtu.be/oQPCclkvOEY 	<ul style="list-style-type: none"> • identify the responsibilities of a citizen at the state and federal levels • refer to the Social Studies Chapter 9 on page 248 • explain how individual rights are dependent upon the exercise of citizens' responsibilities • investigate ways in which a citizen contributes to a change in government policy • collaborate to determine the need for change at the local level • outline a plan to affect the change needed at the local level • create an action plan to identify a problem in the community and think of a solution-Local connections p. 270 • activities found in <i>Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL</i> (NJDOE) • activities found in <i>Caring Makes a Difference</i> (NJDOE) • writing: open-ended responses, conclusions and analysis of exploratory activities • define “culture” and “national identity” • create a timeline of events and people that contributed to the development of the American culture (e.g., Native Americans, voluntary and involuntary immigration, economic factors, conflict)-refer to Chapter 3 (Early Communities in America) and 4 (People on the Move) in Social Studies text book • assess the role of the fictional and non-fictional heroes in the development of the American culture (e.g., Abraham Lincoln, Paul Revere, Superman) • activities found in <i>The Amistad Commission’s Literacy Components for Primary Grades</i> (NJDOE) • define “multiculturalism” • investigate the impact of diverse cultural backgrounds, traditions, and influences among classmates • discuss the importance and the use of digital tools on the global culture (e.g.,

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<ul style="list-style-type: none">• https://youtu.be/T_iD4WN1aUU• https://youtu.be/j6X-EqGii0k• Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/• NJ Climate Change Education Resources- https://www.nj.gov/education/standards/climate/index.shtml/• New Jersey Holocaust Commission Resources Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28 www.nj.gov/education/holocaust/• New Jersey Amistad Commission Resources- NJ Department of Education - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad	<p>the Internet) illustrate American monuments and landmarks using appropriate map skills (e.g., the Alamo, the Lincoln Memorial, Mount Rushmore, Niagara Falls, Yellowstone National Park)</p>
Instructional Best Practices and Exemplars	
<ul style="list-style-type: none">• Identifying similarities and differences• Summarizing and note taking• Reinforcing effort and providing recognition• Homework and practice• Nonlinguistic representations	<ul style="list-style-type: none">• Cooperative learning• Setting objectives and providing feedback• Generating and testing hypotheses• Cues, questions, and advance organizers• Manage response rates

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

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Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students.

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- o Repeat, rephrase and clarify directions
- o Extend time as needed
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- o Utilize scaffolding strategies
- o Preview/pre teach vocabulary
- o Complete picture walk
- o Provide shortened assignments
- o Modify testing format and/or provide alternative assessment
- o Provide graphic organizers
- o Verbalize before writing
- o Use technology i.e. Chromebooks and iPads
- o Provide sentence starters
- o Utilize consistent structured routine
- o Provide simple and clear classroom rules
- o Provide frequent feedback
- o Provide support staff as needed
- o Assist w/ organization
- o Recognize success

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Formative and summative assessment data will be used to monitor student progress. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students.

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> • Use of bilingual dictionaries • Personal dictionary • Word wall • Manipulatives • Pictures, photographs • Modeling and guided practice • Sentence starters • Response frames • Adapted text/ Leveled Readers • Repeated reading • Graphic organizers • Background knowledge experience • Vocabulary (cognates) exposure • Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ◦ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Require critical and creative thinking activities with emphasis on research and in-depth study • Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> • Gifted Programming Standards • Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy • REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

***English Language Arts:**

- RL.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.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RI.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3. 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.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.7. Conduct short research projects that build knowledge 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.

Arts:

- 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
- 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- 1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums and present the completed works in exhibition areas inside and outside the classroom.

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Integration of Technology Standards NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

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

8.1.5.DA.2: Compare the amount of storage space required for different types of data.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Many factors influence the accuracy of inferences and predictions.

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

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

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

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

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	Standards		Pacing	
			Weeks	Unit Weeks
Unit 3: Human Rights Immigration Economics	6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).	4	9
	6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.		
	6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.		
	6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.		
	6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.		
	6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.	1	
	6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.	1	
	6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas		
	6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.	2	
	6.1.5.EconGE.1	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.		
	6.3.5.EconET.1	Investigate an economic issue that impacts children and propose a solution.		
Assessment, Re-teach and Extension			1	

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Unit 3 Grade 3

Unit 3 Grade 3		
Content Statement	Indicator #	Indicator
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
	6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations
	6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered	6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
	6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
Economic decision making involves setting goals and identifying the resources available to achieve those goals.	6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make
Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	6.1.5.EconGE.1	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
Economic decision making involves setting goals and identifying the resources available to achieve those goals.	6.3.5.EconET.1	Investigate an economic issue that impacts children and propose a solution.

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Unit 3 Grade 3

Assessment Plan

<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes <ul style="list-style-type: none"> • Graphic organizers • Learning stations • Think-pair-share • Scoring rubric • Benchmark assessments 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Class discussions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Hands-on activities
<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Activities</p>
<p>Trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources</p> <p>Informational Text:</p> <ul style="list-style-type: none"> • I am Nelson Mandela • I am Ghandi • Eleanor Roosevelt First Lady of the World Time for Kids Biographies <p>Internet Resources:</p> <ul style="list-style-type: none"> • https://prometheanplanet.com/ • https://jr.brainpop.com/socialstudies/ • https://youtu.be/mb5Z6MRBQ3U • https://youtu.be/2Yto4-Ft9dc • https://youtu.be/QtFRNYi3xxA • https://www.pbslearningmedia.org/resource/americon-vid-eleanor-roosevelt/video/ • http://teacher.scholastic.com/activities/immigration/young_immigrants/ • https://www.readbrightly.com/books-about-immigration-for-kids/ • https://www.kidsdiscover.com/shop/issues/immigration-for-kids/ • https://www.econedlink.org/resources/ • https://www.socialstudiesforkids.com/subjects/economics.htm • https://study.com/academy/lesson/economics-lesson-for-kids-definition-terms.html • https://www.econedlink.org/resources/?resources%2F&type%5B%5D=11 • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ 	<ul style="list-style-type: none"> • discuss historical violations of human rights • investigate global organizations that promote human rights (e.g., the United Nations, Amnesty International, Anti-Defamation League) • analyze the contributions of champions of human rights (e.g., Mahatma Gandhi, Nelson Mandela, Eleanor Roosevelt) • collaborate to create a plan to address violations of human rights (e.g., bullying in the classroom) • activities found in <i>The Amistad Commission’s Literacy Components for Primary Grades</i> (NJDOE) • activities found in <i>Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL</i> (NJDOE) • activities found in <i>Caring Makes a Difference</i> (NJDOE) • writing: open-ended responses, conclusions and analysis of exploratory activities • differentiate between voluntary and involuntary immigration • determine reasons for present day immigration to the United States • investigate the historical challenges to immigrants arriving in the United States • determine the varied responses to present day immigrants • assess the impact of the post 9/11 era on immigration to the United States • define basic economic terms (e.g., savings, debt, investment) • define goods and services, technology used to keep customers informed • compare and contrast the free enterprise system used in the US and other places like Germany, Peru, and Africa (Chapter 6 in textbook for a resource)

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<ul style="list-style-type: none"> • NJ Climate Change Education Resources- https://www.nj.gov/education/standards/climate/index.shtml/ • New Jersey Holocaust Commission Resources Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28 www.nj.gov/education/holocaust/ • New Jersey Amistad Commission Resources- NJ Department of Education - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad 	<ul style="list-style-type: none"> • trace the role of savings and investment in the health of a nation's economy • research the amount of the United States national debt • collaborate to create a small business, including a financial plan • create a Class Store
Instructional Best Practices and Exemplars	
<ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations 	<ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.2.2.CAP.4: List the potential rewards and risks to starting a business.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

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9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

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- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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- W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.7. Conduct short research projects that build knowledge 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.

***Math:**

- 3.NBT.A. Use place value understanding and properties of operations to perform multi-digit arithmetic.

Arts:

- 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
- 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- 1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums and present the completed works in exhibition areas inside and outside the classroom.

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Integration of Technology Standards NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

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

8.1.5.DA.2: Compare the amount of storage space required for different types of data.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Many factors influence the accuracy of inferences and predictions.

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

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

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

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

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	Standards		Pacing	
			Weeks	Unit Weeks
Unit 4: American Revolution People and Their Environment	6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.	4	9
	6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.		
	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.		
	6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).	4	
	6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-disciplined and civility contribute to the common good.		
	6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.		
	6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.		
	6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.	1	
	Assessment, Re-teach and Extension			

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Unit 4 Grade 3

Content Statement	Indicator #	Indicator
Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
Events may be viewed differently based on one's perspective.	6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources	6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society	6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
Certain dispositions help individuals contribute to the health of American democracy,	6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-disciplined and civility contribute to the common good
	6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
	6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
	6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

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Unit 4 Grade 3	
Assessment Plan	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes 	<ul style="list-style-type: none"> • Graphic organizers • Learning stations • Think-pair-share • Scoring rubric • Benchmark assessments
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Class discussions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Hands-on activities 	
Resources	Activities
<p>Trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources</p> <p>Informational Text:</p> <ul style="list-style-type: none"> • If You Were a Kid During the American Revolution • A Kids' Guide to the American Revolution • What Is the Constitution? • A Fine, Fine School (to discuss being a good citizen) <p>Internet Resources:</p> <ul style="list-style-type: none"> • https://prometheanplanet.com/ • https://jr.brainpop.com/socialstudies/ • https://www.socialstudiesforkids.com/subjects/ushistory.htm • https://www.socialstudiesforkids.com/subjects/revolutionarywar.htm • https://www.ducksters.com/history/american_revolution.php • https://youtu.be/Qw6uXh9yM54 • https://youtu.be/dsTgyb_ITk • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ • NJ Climate Change Education Resources- https://www.nj.gov/education/standards/climate/index.shtml/ • New Jersey Holocaust Commission Resources Classroom 	<ul style="list-style-type: none"> • examine significant historical documents of the United States (e.g., the Declaration of Independence, the Bill of Rights, the Preamble to the United States Constitution) • compare and contrast the objectives of historical documents of the United States • brainstorm ways the Bill of Rights protects citizens of the United States • analyze how life in the United States would differ without the protection of the historical documents • create and implement a student Bill of Rights • writing: open-ended responses, conclusions and analysis of exploratory activities • analyze the responsibilities of a citizen of the United States to the environment • determine the natural resources found in diverse regions of the United States • map the natural resources of the United States • discuss the concept of regionalism and stereotypes among citizens of the United States • create a plan for the protection of natural resources of a United States region of choice • Students will explore the Pacific Coral reef by reading and coloring pictures of its living creatures. chrome-extension://efaidnbnmnnibpcajpegglefindmkaj/https://nmssanctuaries.blob.core.windows.net/sanctuaries-

Winslow Township School District

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<p>instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28</p> <p>www.nj.gov/education/holocaust/</p> <p>ew Jersey Amistad Commission Resources- NJ Department of Education - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad</p>	<p>prod/media/archive/about/pdfs/reef_color.pdf</p>
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Instructional Best Practices and Exemplars

<ul style="list-style-type: none">• Identifying similarities and differences• Summarizing and note taking• Reinforcing effort and providing recognition• Homework and practice• Nonlinguistic representations	<ul style="list-style-type: none">• Cooperative learning• Setting objectives and providing feedback• Generating and testing hypotheses• Cues, questions, and advance organizers• Manage response rates
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students.

Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extend time as needed
- Break down assignments into smaller units
- Utilize scaffolding strategies
- Preview/pre teach vocabulary
- Complete picture walk
- Provide shortened assignments
- Modify testing format and/or provide alternative assessment
- Provide graphic organizers
- Verbalize before writing
- Use technology i.e. Chromebooks and iPads
- Provide sentence starters
- Utilize consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback
- Provide support staff as needed
- Assist w/ organization
- Recognize success

Modifications for At-Risk Students

Formative and summative assessment data will be used to monitor student progress. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students.

Modifications/accommodations may include:

- Small group instruction
- Extend time as needed
- Break down assignments into smaller units
- Utilize scaffolding strategies
- Provide shortened assignments
- Modify testing format and/or provide alternative assessment
- Provide graphic organizers
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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> • Use of bilingual dictionaries • Personal dictionary • Word wall • Manipulatives • Pictures, photographs • Modeling and guided practice • Sentence starters • Response frames • Adapted text/ Leveled Readers • Repeated reading • Graphic organizers • Background knowledge experience • Vocabulary (cognates) exposure • Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Require critical and creative thinking activities with emphasis on research and in-depth study • Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> • Gifted Programming Standards • Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy • REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

***English Language Arts:**

- RI.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3. 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.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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- W.3.7. Conduct short research projects that build knowledge 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.

Science:

- NGSS 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- NGSS 3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
- NGSS 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Arts:

- 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
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