

# **Social Studies**

## **Grade 3**

**Prepared by:**

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*Superintendent of Schools:*

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Approved by the Midland Park Board of Education on

*(June 21, 2022)*

Born on **June 21, 2022**

## **Social Studies**

### **Grade 3**

#### **Course Description:**

In this course, students will focus on the growth of the United States through different communities. Students will learn to use maps and globes to see where these communities originated and how they expanded throughout our Country's growth.

This course shows how some features of a community may change, while others stay the same. Students meet the people who were important in bringing about some of these changes: from the Native Americans, European explorers, inventors and activists, to present day government. By studying the history of their own community and country, students will learn how and why people change communities.

Students will get an understanding of the three levels of government - local, state, and federal, and the services they provide. Students will also be able to describe the three branches of the national government. The students will be introduced to other forms of government, describing their similarities and differences. Various monuments and memorials will also be explored to find what they symbolize about our nation.

#### **Course Sequence:**

Units 1: Maps and Globe - 5 weeks

Unit 2: Communities Over Time - 6 weeks

Unit 3: Citizens and Government – 6 weeks

#### **Pre-requisite:**

2nd Grade Social Studies Curriculum

**UNIT # 1 Overview****Overview****Content Area: Social Studies****Unit Title: Maps and Globes****Grade Level(s): Third Grade**

**Core Ideas:** This unit explores the difference between a map and globe. Latitude and longitude are used to locate places on the globe and map. The unit also identifies the continents and oceans, and their location on a globe and map. Parts of a map are explored including compass rose and map scale.

**Unit 1 Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSL)**

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.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)**

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
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

**Technology Literacy (9.4) / Computer Science and Design Thinking (standard 8)**

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

RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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
RI 3.5	Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
NJSLA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)**

**LGBT and Disabilities Law:** N.J.S.A. 18A:35-4.35 References to this mandate are made within the read aloud entitled Children Just Like Me and I Am Enough discussing acceptance of all people and their backgrounds.

**AAPI Mandate:** References to this mandate are made within the read aloud Children Just Like Me. Students will read about other children who are of Asian/ Pacific Islander community. Students will also read the book called The Name Jar which describes the challenges faced by children of the Asian/ Pacific Islander community who move to America.

**Unit Learning Targets/Objectives:***Students will...*

- Understand that a globe is a model of Earth and that it is made up of continents and water, the hemispheres and the equator
- Use hemisphere, equator, and prime meridian to find locations
- Develop skills to locate places using latitude and longitude
- Explain the functions of different map features
- Calculate the distance from one location to another on a map

- Recognize different kinds of land and bodies of water
- Compare and Contrast Maps and Globes

**Unit Essential Question(s):**

- What is the difference between a globe and map?
- What are the identifiable markings on a globe or map?
- What similarities and differences do people of particular backgrounds have around the world?

**Unit Enduring Understandings:**

- Maps and Globes help us learn about our communities, our country, and the world
- Symbols on globes and maps are useful tools in reading globes and maps

**Evidence of Learning**

**Formative Assessments:** Teacher Observation, Collaborative Activities, Note taking, Exit Tickets, Comparison Writing

**Summative/Benchmark Assessment(s):** Unit Tests Quizzes, Homework

**Alternative Assessments:** Unit Projects, Illustrations of Maps and Globes, Letter Writing (different people in different countries)

**Resources/Materials:** Text book: Harcourt Social Studies – Our Communities (Grade 3), Globes, Maps. Interactive websites, Doc Camera (ELMO), Smart Board, Google Classroom (Slides, Forms)

**Key Vocabulary:** Map, globe, latitude, longitude, hemisphere, continent, intermediate directions, cardinal directions, compass rose, key, symbol

**Suggested Pacing Guide**

<b>Lesson Name/Topic</b>	<b>Student Learning Objective(s)</b>	<b>Suggested Tasks/Activities:</b>	<b>Day(s) to Complete</b>
What is a Globe?	- Using globe, students identify and locate oceans, continents, hemispheres, longitude/latitude	- Compare and contrast a map and a globe (students discuss with partners) - Watch brainpop on map skills - <a href="#">Map Skills slides</a> (Google Classroom) - <a href="#">Maps and Globes compare and contrast sheet</a>	5 days
What is a Map?	- Students will identify and explain the functions of different map features - Students create their own map of an island incorporating map features	- Definition work in social studies textbook - Exploring different features of map and types of maps	5 days
Latitude/ Longitude	- Students use lines of longitude/latitude to find places on a globe/map and determine what latitude and longitude a particular place is located at.	- Super Teacher worksheets differentiating between longitude and latitude - YouTube Videos - Matching coordinates to locations	4 days
Continents/ Oceans	- Students create maps to show locations of continents and oceans; equator and prime meridian - Students write letters to families in other countries, sharing what their community is like, and asking what their community is like.	- Students glue maps into notebook and label the continents and oceans - Students watch floccabulary and brainpop videos on continents	6 days
Compass Rose/Map Scale	- Students identify cardinal and intermediate directions and create own compass rose - Students measure miles using different map scales	- Cut and paste activity with cardinal and intermediate directions - <a href="#">Google slides</a>	3 days
Assessment	-Students will demonstrate their knowledge of content covered in this unit: map skills, continents & oceans, cardinal directions, and communities	- Complete assessment	1 day

**Teacher Notes:**

**Additional Resources:** Click links below to access additional resources used to design this unit:

Globes and maps, Google Maps, <http://brainpop.com/>, <http://flocabulary.com/>, Scholastic News

### Differentiation/Modification Strategies

<b>Students with Disabilities</b>	<b>English Language Learners</b>
<ul style="list-style-type: none"> <li>● Consult with Case Managers and follow IEP</li> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>● Accept participation at any level, even one word accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Consult student ELL Plan</li> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Accept participation at any level, even one word</li> </ul>
<b>Gifted &amp; Talented Students</b>	<b>Students at Risk</b>
<ul style="list-style-type: none"> <li>● Consult with G and T teacher</li> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Provide extended time to complete tasks</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>
<b>504 Students</b>	<b>Other: N/A</b>
<ul style="list-style-type: none"> <li>● Consult 504 Plan and follow accommodations/modifications</li> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Accept participation at any level</li> </ul>	

## Unit 2- Overview

**Content Area: Social Studies**

**Unit Title: Communities Over Time**

**Grade Level: 3**

**Core Ideas:** This unit focuses on the history of the United States and how its communities have changed and stayed the same over time. By studying the history of their own community and country, students will learn how and why people change communities.

### Unit 2 Standards (Content and Technology)it # - Standards

CPI#:	Statement:
<b>Performance Expectations (NJSLs)</b>	
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.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.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
6.1.5.GeoSV1	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.EconNM.6	Examine the qualities of entrepreneurs in a capitalistic society.
6.1.5EconNM.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
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.
6.3.5GeoG1.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
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.
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
<b>Technology Literacy (9.4) / Computer Science and Design Thinking (standard 8)</b>	
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data
<b>Interdisciplinary Connection (Standard)</b>	
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RL.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RL.3.3	Describe the relationship between a series of historical events, scientific ideas and concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, cause and 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.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	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.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
NJSLA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

The **Amistad** Commission mandate: Resource: References to this mandate are made through research on influential African Americans such as Martin Luther King.

The **Holocaust** Mandate connects with the historic time period of World War II/Holocaust and the discriminatory actions towards groups of people. Connections to this content is through use of textbook, videos (Trail of Tears), and picture books (Cheyenne Again, Legend of BlueBonnet)

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How have communities changed and stayed the same over time?</li> <li>● How have people helped in changing communities?</li> <li>● How have African Americans impacted communities throughout history?</li> <li>● How have historical figures (such as George Washington) impacted state and national governments?</li> <li>● How did the beliefs of different groups of people impact government structures?</li> <li>● Why were Native Americans discriminated against?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Every community has a unique history</li> <li>● Some features of a community change, while others stay the same, over time.</li> <li>● Historical figures have impacted state and national governments</li> <li>● People's beliefs impact government</li> </ul>
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**Unit Learning Targets/Objectives:**

*Students will...*

- Describe how the past, present, and future are all connected.
- Understand how people help communities grow through their inventions.
- Identify how people create change by making sure everyone has the same rights, or freedoms.
- Compare and contrast living habits of Native American tribes.
- Identify and describe European settlements in North America.
- Describe changes that have led to the growth of the United States.
- Explain how Westward Expansion affected the Native Americans
- Compare maps of the United States at two different times in history.

**Evidence of Learning**

**Formative Assessments:** Pre-Test, Teacher Observation, Collaborative activities, Note-taking, Exit Tickets, Graphic Organizers, Oral Presentations, Discussions

**Summative/Benchmark Assessment(s):** Unit Tests, Quizzes, Research Assignment, Homework

**Alternative Assessments:** Timelines, Content Projects

**Resources/Materials :** Text book: Harcourt Social Studies – Our Communities (Grade 3), Google Slides, Chromebooks, Cam Doc, Smart Board, Books on People who made change (MLK I Have A Dream), Who Was Susan B. Anthony)

**Video:** Mohandas Gandhi Biography for Children

**Modifications:**

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| <ul style="list-style-type: none"> <li>● <b>Special Education Student/504 -</b> <ul style="list-style-type: none"> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● <b>At-Risk Students -</b> <ul style="list-style-type: none"> <li>- Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> </ul> </li> </ul> |
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<p>permit drawing, as an explanation</p> <ul style="list-style-type: none"> <li>- Accept participation at any level, even one word</li> <li>- Consult with Case Managers and follow IEP accommodations/modifications</li> </ul> <p>● <b>English Language Learners</b> -</p> <ul style="list-style-type: none"> <li>- Assign a buddy, same language or English speaking</li> <li>- Allow errors in speaking</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions</li> <li>- Accept participation at any level, even one word</li> </ul>	<ul style="list-style-type: none"> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> <li>- Provide rewards as necessary</li> </ul> <p>● <b>Gifted and Talented Students</b> –</p> <ul style="list-style-type: none"> <li>- Provide extension activities</li> <li>- Build on students’ intrinsic motivations</li> <li>- Consult with parents to accommodate students’ interests in completing tasks at their level of engagement</li> </ul>
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**Suggested Pacing Guide**

<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Suggested Tasks/ Activities:</b>	<b>Time frame (day(s) to complete)</b>
The First Communities	Learn how the Native Americans survived in different communities in the US. (Farmers/Hunters)	-Triarama -Create a graphic organizer of the different areas that Native Americans lived in (hunters/famers) -Compare and contrast hunting and farming communities	4 Days
People who bring Social Change or technological change	Research Americans who have brought social change,i.e MLK- and Susan B. Anthony (unfair and/or discriminatory actions) or technological change,i.e. Thomas Edison, Samuel Morse	-Inventors/Contributors research To be included: -Creation of Poster (facts, birth date, death date, major contributions to society) -Create a timeline of contributors over the years	8 Days
Primary and Secondary Sources	Identify the difference between a primary source and a secondary source	-Google slides -Task cards -Kahoot -Definition writing	3 Days
Building Communities	Chart the different explorers and new communities that helped expand our country (i.e.Jamestown, Louisiana Purchase,Pierre LeClerc, Lewis & Clark)	-Create a chart on the different communities that have expanded our country -Communities/areas to be included are: -English -Spanish -French -Discussion on how African, European, and Nativa American cultures and beliefs had on how our government was structured _discussion revolve around: French, Spanish, English explorers in our country	6 Days
Fighting for Freedom	Change through Revolution War and Civil War ( Jefferson, Franklin; Tubman,)	-Create timelines -Include information dating from the start of the Boston Tea Party which started the	5 Days



		American Revolution leading up to the Revolutionary War	
Growth and Change	<p>Discussion and charting of major changes from Post Civil War until present</p> <p>-Discussion on rules that have been made in regards to major changes through War and why those rules are important to maintain</p> <p>-Relate to students in classrooms today and their own rules needed to follow</p>	<p>-Read the book <i>We the Kids: The Preamble to the Constitution of the United States</i> by David Catrow AND/OR <i>What if Everybody Did That?</i> By Ellen Javernick.</p> <p>-Students will brainstorm rules that they feel are important for the classroom community.</p> <p>- Discuss (in pairs) what they came up with and then create new rules they feel are important together.</p> <p>- Pairs will be combined to make groups of four.</p> <p>-Discuss as a group what they feel is important for the class</p> <p>-Create new rules together. - Share rules at the end</p> <p>- Decide on a list of rules to be enacted in class</p>	5 Days

**Teacher Notes:****Additional Resources:**

Google Slides

Google Forms

Primary and Secondary hands on resources

Books on People and Events that changed the course of history

<http://brainpop.com/>

<http://flocabulary.com/>

<https://www.history.com/this-day-in-history/first-african-slave-ship-arrives-jamestown-colony>

The beginning of slavery in Jamestown

[History Brief: African Americans in the Revolution - YouTube](#)

Slideshow of the growth of slavery in the United States

Wanted Dead or Alive: The Story of Harriet Tubman by Ann McGovern. Biography of Harriet Tubman from Maryland who escaped north for freedom, and then returned over and over again to bring others to freedom.

My Dream of Martin Luther King by Faith Ringold. Author shares a dream she has about Martin Luther King. The dream includes scenes of King's childhood and the major events of his life, from the boycott of the segregated buses to his "I Have a Dream" speech to his assassination.

<https://www.youtube.com/watch?v=Q16OZkgSXfM>

Video on how the Westward Expansion changed the way of life for Native Americans

## UNIT # 3 Overview

### Overview

**Content Area: Social Studies**

**Unit Title: Citizens and Government**

**Grade Level(s): Third Grade**

**Core Ideas:** This unit focuses on local, state, and national governments and how they are structured. Each type of government is defined by what they do and titles their leaders are. The unit specifically focuses on the three branches of our national government; and basic types, purposes and structures of city and county governments. It explores the features of the state government and its leaders and the services that are provided. This unit also focuses on certain symbols, monuments, and memorials of the United States. The unit focuses on the governments of the United States, Canada, Mexico, and Bhutan – describing their differences and similarities.

### Unit 3 Standards (Content and Technology)

**CPI#:**

**Statement:**

#### Performance Expectations (NJSLs)

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.
6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
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.CivicsPD.4	Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position
6.1.5.CivicsPI.9	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
6.1.5.CivicsPI.8	Describe how the United States Constitution defines and limits the power of government.
6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
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.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.4:	Explain how policies are developed to address public problems.
6.1.5.CivicsPI.5	Explain how government functions at the local, county, and state level.
6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens
6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
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.

#### Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.4.5.CT.4	Apply critical thinking and problem solving strategies to different types of problems such as personal, academic, community and global
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

#### Technology Literacy (9.4) / Computer Science and Design Thinking (standard 8)

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

RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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
RI 3.5	Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently

RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
NJSLA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

**LGBT and Disabilities Law:** N.J.S.A. 18A:35-4.35 References to this mandate are made through teachings of government leaders who must respectfully disagree/debate on their thoughts and beliefs to better our Government.

**Unit Learning Targets/Objectives:**

*Students will...*

- Identify and describe the three branches of the national government.
- Explain the basic types, purposes, and structures of city and county governments.
- Describe the features of state government and its leaders.
- Describe the features of the national government and its leaders.
- Explain how certain symbols are associated with values of United States history and government
- Identify various monuments and memorials and what they symbolize
- Understand how world governments can be different
- Identify steps taken to become an American citizen

**Unit Essential Question(s):**

- What are our rights?
- How do the three branches of government work?
- What are the roles of someone in public office?
- How are policies to address public issues created and how do they work?
- What are the steps to becoming a government official?
- What contributions did African-Americans make to our society?
- How do government leaders resolve conflict while protecting the rights of people?
- How do you become an American citizen?

**Unit Enduring Understandings:**

- How citizens can participate in their government
- How the three branches of government work together to make and maintain fair laws
- How local, state, and national governments are alike and different
- How symbols and monuments in our world represent different things
- How forms of government are run differently based on their global location

**Evidence of Learning**

**Formative Assessments:** Pre-Test, Teacher Observation, Note-taking, Exit Tickets, Oral Presentations, Lesson Quizzes, Exit Slips, Comparison Writing, Teacher Observations, Graphic Organizers, questioning, Discussions, Nearpod activities, and Group Activities

**Summative/Benchmark Assessment(s):** Unit Tests, Quizzes

**Alternative Assessments:** Unit Projects, Unit Drawings, Culminating Projects, Interactive Documents

**Resources/Materials:** Textbook: Harcourt Social Studies: New Jersey, Document Camera, Atlas, Globe, Smartboard, Maps, Google Slides

**Key Vocabulary:** executive, judicial, legislative, authority, government service, law, senate, president, vice president, cabinet, veto, bill, congress, House of Representatives

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Structure of Government	-Identify the judicial, executive, and legislative branches of government	- <a href="#">Flocabulary</a> video to introduce Branches of Government - KWL chart to determine what we already know versus what we want to learn about the branches of Government -Tree Diagram -Interactive slides (matching branches to the correct building) -Trifold (3 branches of Government)	7 Days

Local Governments	<ul style="list-style-type: none"> <li>-Identify the differences between County, Council, and Mayor of local governments</li> <li>-Discussion on responsibilities of candidates running for public office in state and national government</li> <li>-Explain how individuals can influence public policy making on the local government level (e.g., petitions, proposing laws, contacting elected officials)</li> </ul>	<ul style="list-style-type: none"> <li>-Create chart of our local government officials and compare it to the local country and state governments</li> <li>-Invite the Mayor or town councilmen to come speak on how policy is made at the local government level</li> </ul>	5 Days
State and National Governments	<ul style="list-style-type: none"> <li>Compare/Contrast how the national and state governments are alike and different</li> <li>-Discussion on responsibilities of candidates running for public office in state and national government</li> <li>-Explain how individuals can influence public policymaking on the state and national government level (e.g., petitions, proposing laws, contacting elected officials)</li> </ul>	<ul style="list-style-type: none"> <li>-Research National and State Governments under the United States Government for Kids on Ducksters</li> <li>-One group does state, one group does national</li> <li>-Have students determine what's similar and different</li> </ul>	5 Days
Symbols and monuments of our Nation	<ul style="list-style-type: none"> <li>-Research symbols and monuments of our country</li> <li>-Discussion on the National Anthem, Pledge of Allegiance and Statue of Liberty</li> <li>-Identify the steps it takes for an immigrant to become a United States Citizen</li> </ul>	<ul style="list-style-type: none"> <li>-Students illustrate and find interesting facts within small group on the various symbols and monuments in their country</li> <li>-Information can be found on: Ducksters</li> <li>-SS textbook (pp.290-299)</li> <li>-Gallery walk as presentation</li> <li>-Research the different ways on how to become a citizen (p.238-242)</li> </ul>	6 Days
Governments of the World	<ul style="list-style-type: none"> <li>Identify that there are other countries that have different forms of government</li> </ul>	<ul style="list-style-type: none"> <li>-Create a chart as a class of the different forms of government for example: <ul style="list-style-type: none"> <li>-Republic</li> <li>-Democracy</li> <li>-Empire</li> <li>-Monarchy</li> </ul> </li> <li>-Students search for one of these types of Government and create a slideshow explaining how that Government works</li> </ul>	6 Days

**Teacher Notes:**

**Additional Resources:** Brainpop videos: Branches of Government, Citizenship, Debate, Student Rights, Voting Rights, [Youtube: Branches of Government](#), [Newsela article: How Government Works: Comparing Governments](#), [Newsela article: How Government Works: State and Local Power](#)

<b>Students with Disabilities</b>	<b>English Language Learners</b>
<ul style="list-style-type: none"> <li>● Consult with Case Managers and follow IEP</li> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>● Accept participation at any level, even one word accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Consult student ELL Plan</li> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Accept participation at any level, even one word</li> </ul>
<b>Gifted &amp; Talented Students</b>	<b>Students at Risk</b>
<ul style="list-style-type: none"> <li>● Consult with G and T teacher</li> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Provide extended time to complete tasks</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>
<b>504 Students</b>	<b>Other: N/A</b>
<ul style="list-style-type: none"> <li>● Consult 504 Plan and follow accommodations/modifications</li> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Accept participation at any level</li> </ul>	

## UNIT # 4 Overview

### Overview

**Content Area: Social Studies**

**Unit Title: Climate Change**

**Grade Level(s): Third Grade**

**Core Ideas:** This unit focuses on climate change. Students will learn about the varying perspectives that people may have on issues in their community. Students will develop an action plan to create change in their community. Students will be responsible for researching the issues that are currently surrounding their community and then develop a project, such as a poster or video that will propose solutions to those problems. Students will have a chance to advocate in this unit for an issue that is important for them to change.

### Unit 4 Standards (Content and Technology)

**CPI#:**

**Statement:**

#### Performance Expectations (NJSLs)

6.3.5.CivicsPD.1	Develop an action plan that addresses issues related to climate change and share with school and/or community members.
6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
6.3.5.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
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.

#### Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
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

#### Technology Literacy (9.4) / Computer Science and Design Thinking (standard 8)

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.4	Organize and present climate change data visually to highlight relationships or support a claim.
8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

#### Interdisciplinary Connection

RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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
RI 3.5	Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
NJSLA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

**LGBT and Disabilities Law:** N.J.S.A. 18A:35-4.35 References to this mandate are made when different groups of people respectfully advocate for change in their environment. They discuss how they can propose solutions to issues within their community. This is done so through respectful debates on what that particular person wants to see changed.

#### Unit Learning Targets/Objectives:

*Students will...*

- Identify and describe what climate change is
- Identify the impact of climate change on government
- Create an action plan to address issues related to climate change
- Use technology to examine different perspectives of global issues

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can we inform others of the issues revolving around climate change?</li> <li>• What changes can we make to our community to decrease the effects of climate change?</li> <li>• How can we collaborate with others to find solutions to problems?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Challenges we are facing in the area of climate change</li> <li>• How we can find solutions to climate change issues in our community</li> <li>• How collaboration with people with diverse opinions can help understand and solve climate change issues</li> </ul>
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**Evidence of Learning**

**Formative Assessments:** Pre-Test, Teacher Observation, Note-taking, Exit Tickets, Oral Presentations, Lesson Quizzes, Exit Slips, Comparison Writing, Teacher Observations, Graphic Organizers, questioning, Discussions, Nearpod activities, and Group Activities

**Summative/Benchmark Assessment(s):** Unit Tests, Quizzes

**Alternative Assessments:** Unit Projects, Culminating Projects, Interactive Documents

<p><b>Resources/Materials:</b> Textbook: Harcourt Social Studies: New Jersey, Document Camera, Smartboard, Maps, Google Slides</p>	<p><b>Key Vocabulary:</b> climate change, advocate, fossil fuels, pollution, renewable energy</p>
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**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Climate Change	-Identify what is climate change?	- Watch <a href="#">climate change introduction video</a> - Explore <a href="#">Climate Kids</a> website	1 day
Preliminary Research/ Background Information	- Read Aloud story: Common Ground - Choose a topic that interests students regarding climate/ environment	- Research issues in our community, state, or country that can be used as a project topic - Read aloud of <a href="#">Common Ground</a> - Discussion centered around how people can affect our environment	1 day
Gather Data	- Students will gather research on the topic of their choice regarding what they want to change in our environment -Students will then gather ideas for possible solutions	- Get inspiration from " <a href="#">Young Voices for the Planet</a> "- check out how other students created change in their community - Research solutions to their chosen topic on kiddle, kidrex, kids safe search, kidtopia, etc. -After researching, students will discuss possible solutions to the problems they researched and get different perspectives/ solutions from classmates	3 days
Project Development	Create project (brochure, letter, poster, flipgrid video) to present data to classmates on the change they want to propose change in our environment	-Students will decide how they are going to present their information and create their project - Students are encouraged to make a poster, video, speech, letter, brochure, etc.	3 days
Presentations	Present/ share projects	- Students will present their projects to classmates	1 day

**Teacher Notes:**

**Additional Resources:**

[www.flocabulary.com](http://www.flocabulary.com) Flocabulary - Climate Changes - What is Climate, [www.brainpop.com](http://www.brainpop.com) Brainpop - Climate Change , [www.newsela.com](http://www.newsela.com) article entitled: What are climate and climate change?

**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>
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Midland Park Public Schools

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