New Pathways HILLSIDE PUBLIC Possibilities SCHOOLS

Social Studies
Course: Social Studies
Grade 3

Essential Course Information
Course Revision
Full Year

Course Overview

The Grade 3 curriculum guides align with the New Jersey Social Studies Standards. Grade 3 social studies helps students understand communities, geography, citizenship, economics, and the history of the United States. Students learn how people live, work, and interact within communities and how geography, climate, and natural resources affect daily life. They study the roles of citizens and government, the importance of rules and laws, and how people contribute to society. Students also explore how transportation, technology, immigration, and important individuals helped the United States grow and change over time. Through learning about cultures, regions, historical events, and economic choices, students build an understanding of how the past and present shape communities and the nation.

Dr.. Gretel Pérez
Acting Superintendent of Schools
Director of Instruction and Curriculum

Curriculum Contributors
Tracy Muldrow
Pamela Leone

Board of Education Approval May 21, 2026

Hillside Public Schools

Grade 3 Social Studies Curriculum

Table of Contents	
Unit Number	**Unit Title**
Unit 1	**Our Environment**
Unit 2	**Economics**
Unit 3	**Communities Build A Nation**
Unit 4	**Government, Landmarks & Symbols**
Unit 5	**Citizenship and Civic Engagement**

Unit 1: Our Environment	**Grade: 3**	**Pacing: 3 - 40 minute periods per week (6 weeks)**

In this unit, students will dive into the fundamentals of geography by exploring maps, regions, and the way geographic factors shape our world. Through studying continents, countries, and local landmarks, students will connect global geography to their community of Hillside, New Jersey, recognizing how maps and historical places tell the stories of where we come from and where we are going. By examining the different ways people interact with their environment—whether through building cities, creating transportation routes, or making choices about how we live—students will gain a greater appreciation for how geography influences their lives, their community, and their future.

This unit will emphasize the importance of local geography and the connections between the global and the local. Students will explore how the world map connects to their home city and how different places shape the identity of the people who live there. As students make these connections, they will also explore the histories of places and landmarks, learning about the ways that geography intersects with culture, identity, and community values.

Stage 1 Desired Results

New Jersey Student Learning Standards

Content Standards	Computer Science and Design Thinking	Career Readiness, Life Literacies, and Key Skills	Interdisciplinary Connections
6.1.5.GeoSV.1: Identify the maps or types of maps most	**8.1.5.DA.4:** Organize and present climate change data	**9.4.5.CI.3:** Participate in a brainstorming session with	**ELA:**

appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). **6.1.5.GeoSV.2**: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. **6.1.5.GeoSV.3**: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. **6.1.5.GeoHE.1:** Use a variety of sources from multiple perspectives, including aerial photographs or satellite images, to describe how human activity has impacted the physical environment during different periods of time in new Jersey and the United States.	visually to highlight relationships or support a claim.	individuals with diverse perspectives to expand one's thinking about a topic of curiosity. **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global. **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology	**RI.CR.3.1:** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers. **W.IW.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **L.VL.3.2:** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content. **Mathematics:** **3.DL.A.1** Develop ata-based questions and decide what data will answer the question. **3.DL.B.3:** Draw a scaled picture graph and scaled bar graph to represent data. **Science:**

			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. **3-ESS2-1:** Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
Vertical Integration			
Prior Learning **6.1.2.GEOPP.1:** Explain the difference physical and human characteristics that might make a location a good place to live(e.g.landforms, climate and weather, resources availability) **6.1.2.Geo.SV.1:** Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). **6.1.2.Geo.SV.2:** Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). **6.1.2.Geo.SV.3**: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). **6.1.2.Geo.SV.4:** Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought). **6.1.2.Geo.HE.1:** Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.		**Future Learning** **6.1.5.GeoPP2:** Describe how landforms, climate, and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. **6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). **6.1.5.GeoSV.2**: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. **6.1.5.GeoSV.3**: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. **6.1.5.GeoSV.4:** Use a variety of geographic representations to describe the similarities and differences between places in New	

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). **6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.	Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

ESTABLISHED GOAL

Students will learn the basics of map skills, identifying continents, oceans, countries, and landforms.
Students will explore the connection between geography and culture, making personal connections to Hillside, NJ and understanding how geography affects life in their own community.
Students will understand how geography plays a role in shaping where people live, how they live, and how they contribute to their environment.

Meaning

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that… ● The physical geography of the United States includes a variety of landforms and bodies of water. ● Our environment varies from one region to another in the United States and influences how and where people, plants and animals live. ● How people use natural resources will affect how long those resources are available for people in the future. ● Conserving the environment is a critical part of our future.	● How do maps and geographic tools help us understand our world? ● How does geography influence how people live and work? ● Why do communities develop differently in different regions? ● How do location and natural resources impact daily life? ● How can people help conserve the environment?

Acquisition

Students will be able to…(Depth of Knowledge)

● DOK 1 (Recall & Reproduction):
Students identify continents, oceans, landforms, and map features.

● DOK 2 (Skills & Concepts):
Students explain how geographic features influence how people live and work.

● DOK 3 (Strategic Thinking):

	Students analyze how location and natural resources impact community development using maps and data. ● (Optional Extension – DOK 4): Students design a community map or proposal showing how geography influences planning decisions.
Stage 2 Evidence	
Evaluative Criteria	**<u>Assessment Evidence</u>**
	Summative Assessments: ● **Map Creation Project**: Students will design a map of their local community, Hillside, showing key landmarks and geographical features (such as parks, schools, and businesses). They will be asked to present how these landmarks contribute to the community's identity. ● **Chapter/ Unit Assessments**
	Formative Assessments: ● **Exit Tickets**: After each lesson, students will reflect on what they have learned by answering questions like, "How does geography affect where we live?" or "What can you do to conserve resources in your life?" ● **Map Labeling Quiz**: Students will label continents, oceans, and significant countries, paying special attention to where they live on the map and how these locations relate to the wider world. ● **Group Discussions**: In groups, students will discuss how geographical features (rivers, mountains, cities) have impacted different communities, including Hillside. ● Pre-assessments of students' prior knowledge in the form of a survey, KWL chart, or writing prompt ● Anecdotal notes ● Teacher observations ● Journal entry

	• Class/group discussions • Student/group presentation and projects • Teacher and student created rubrics • Quizzes • Chapter test

Stage 3 Learning Plan

Materials & Resources

****Mandates: Diversity & Inclusion – all communities interact with the environment; Amistad – highlight African American environmental advocates and explorers (Wangari Maathai, Winona LaDuke, Berta Isabel Cáceres Flores, Rachel Carson, Hallie M. Daggett)*

Amistad Law: N.J.S.A. 18A 52:16A-88
Holocaust Law: N.J.S.A. 18A:35-28
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35
Laura Wooten Law: N.J.S.A. 18A:35-41
Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Core Instructional Resource: myWorld Interactive Social Studies - Savvas Learning Company

Readers
Content Reader: *The 10 Greatest Threats to Earth*
myWorld Activity Guide

Spanish Resources

Quest Presentations from myWorld Social Studies by Savvas: National Park Writing Projects

Google Tools

Books:

Something Happened to Our Planet
A River Ran Wild by Lynne Cherry
River Town by Bonnie & Arthur Giesert
Got Geography! By Lee Bennett Hopkins
One Plastic Bag: Isatou Ceesay & The Recycling Women of the Gambia by Miranda Paul

Grade 3 Unit 1 Scope and Sequence – 6 Weeks

t

Weeks 1 - Introduction

Weeks 2 - Land and Water

Week 3 - Weather, Climate, and Forces of Nature

Week 4 -Using Earth's Resources

Week 5 -Interacting With the Environment

Week 6 - Unit Review and Assessment

Meeting the Needs of Students Overview of Accommodations and Modifications			
Students with Special Needs	MLLs	**Students at Risk of School Failure**	Gifted and Talented Students
• Provide graphic organizers, guided notes, and labeled visual aids. • Chunk assignments and provide step-by-step directions.	• Pre-teach academic vocabulary using visuals and sentence frames. • Provide bilingual glossaries and structured discussion prompts.	• Provide scaffolded assignments with modeled examples. • Use frequent formative assessments and check-ins to monitor progress. • Offer small-group	• Provide independent research extensions connected to unit themes. • Assign higher-level analysis tasks and multi-perspective investigations.

● Allow oral responses or alternative project formats when appropriate. ● Implement accommodations outlined in IEPs and 504 plans (e.g., extended time, preferential seating, organizational support).	● Use graphic organizers and visual supports to scaffold comprehension. ● Follow WIDA guidelines and implement SIOP strategies to support language development ● Google Tools	instruction and targeted skill reinforcement. ● Assign additional digital practice for intervention support	● Encourage leadership roles in collaborative activities. ● Offer creative presentation options (multimedia, digital projects, comparative analysis).

Unit 2: Economics	**Grade: 3**	**Pacing: 3 - 40 minute periods per week (6 weeks)**

In Unit 2, students will learn that people must make choices about how to meet their needs and wants because resources are limited. To produce goods and services, people must rely on human, natural, and capital resources. Students will also learn how people earn money by working, which allows them to buy, sell, and trade for what they need. By gaining an education, people build knowledge and skills that increase their human capital and expand their opportunities.

Stage 1 Desired Results

New Jersey Student Learning Standards

Content Standards	Computer Science and Design Thinking	Career Readiness, Life Literacies, and Key Skills	Interdisciplinary Connections
6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade. **6.1.5.EconEM.2**: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). **6.1.5.EconEM.3:** Describe how supply and demand influence the price and output of products. **6.1.5.EconET.3:** Explain how scarcity and choice influence decisions made by individuals, communities, and nations.	**8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim. **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.	**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. **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global. **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology	**English Language Arts** **RI.CR.3.1:** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers. **W.IW.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **L.VL.3.2:** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content. **Math**

6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade. **6.1.5.EconEM.6:** Explain the system of mercantilism and its impact on the economies of the colonies and European countries. **6.1.5.EconGE.2:** Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. **6.1.5.EconGE.3:** Use economic data to explain how trade leads to increasing economic interdependence among nations.			**3.DL.A.1** Develop data-based questions and decide what data will answer the question. **3.DL.B.3:** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. **Science** **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.
Vertical Integration			
Prior Learning **6.1.2.EconET.1:** Explain the difference between needs and wants. **6.1.2.EconET.2:** Cite examples of choices people make when resources are scarce.		**Future Learning** **6.1.5.EconET.3:** Explain how scarcity and choice influence decisions made by individuals, communities, and nations. **6.1.5.EconEM.1:** Explain why individuals and businesses specialize and trade **6.1.5.EconEM.2:** Identify examples of the variety of resources	

6.1.2.EconET.3: Describe how supply and demand influence the price and output of products **6.1.2.EconEM.1:** Describe the skills and knowledge required to produce specific goods and services. **6.1.2.EconEM.2:** Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. **6.1.2.EconEM.3:** Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter) **6.1.2.EconNE.1:** Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. **6.1.2.EconGE.1:** Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. **6.1.2.EconGE.2:** Explain why people in one country trade goods and services with people in other countries.	that are used to produce goods and services (i.e., human capital, physical capital, natural resources). **6.1.5.EconEM.3:** Describe how supply and demand influence price and output of products. **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.EconGE.4:** Compare and contrast how the availability of resources affects people across the world differently. **6.1.5.CivicsPD4:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

ESTABLISHED GOAL	**ENDURING UNDERSTANDINGS**	**ESSENTIAL QUESTIONS**
Students will understand that limited resources require people to make economic choices, and they will be able to explain how human, natural, and capital resources are used to produce goods and services. Students will also describe how working, trading, and education help individuals meet their needs and wants and build human capital.	*Students will understand that…* ● People must make economic choices about how to get what they need and want because resources are limited. ● People use human resources, natural resources, and capital resources to produce goods and resources. ● People work jobs to earn money and trade, buy, and sell goods and services to meet their wants and needs. ● People go to school and learn knowledge and skills to increase their	● Why do people have to make choices about what they need and want? ● How do people use different types of resources to produce goods and services? ● How does working, buying, and selling help people meet their needs and wants? ● Why is education important for improving a person's opportunities and future success?

	human capital.
	Acquisition
	Students will be able to…(Depth of Knowledge) Students identify wants and needs in their own lives and their community. Students will practice decision-making by evaluating choices, critical thinking by explaining how resources are used, and problem-solving by considering how people meet their needs with limited resources. Students will analyze how limited resources impact economic choices and explaining the relationships between human, natural, and capital resources in the production of goods and services. Students may research how education and skill development impact earning potential and quality of life, then synthesize their findings to create presentations, reports, or models.
Stage 2 Evidence	
Evaluative Criteria	**Assessment Evidence**
	Pre-assessments ● Survey ● KWL chart ● Writing prompt
	Formative Assessment and other evidence: ● Anecdotal notes ● Teacher observations ● Journal entry ● Class/group discussions ● Student/group presentation and projects ● Teacher and student created rubrics ● Quizzes

	● Chapter test ● Performance Task(s): ● Journal Entry: Students will keep track of their earnings and spending ● Students will research a local or fictional community and analyze how people meet their needs and wants. They will identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and services. Students will then design a plan to improve the community's economy (e.g., new jobs, better use of resources, or new services) and present their proposal with evidence and reasoning. ● Students will research different careers, focusing on the education, skills, and training required. They will analyze how human capital affects income and job opportunities. Students will synthesize their findings into a presentation or multimedia project explaining which career paths provide the best opportunities and why, supported by evidence. ● Exit Tickets-At the end of a lesson, ask students to write or draw one thing they learned and one question they still have about the topic. ● Think-Pair-Share- Have students think about a question related to the lesson, discuss their thoughts with a partner, and then share their ideas with the class. ● Concept Maps-Students create concept maps to show relationships between key concepts from the lesson. This can be done individually or in small groups. ● Quick Writes-Give students a prompt related to the day's lesson and ask them to write a few sentences or a short paragraph in response. ● Quizzes and Polls- Use short, informal quizzes or online polls to gauge students' understanding of the material. ● Four Corners- Ask a question and give four possible answers. Each corner of the room represents one answer, and students move to the corner that represents their choice. Discuss why they chose their answer. ● Graphic Organizers- Have students use Venn diagrams, T-charts, or other graphic organizers to compare and contrast concepts or organize information. ● Journals- Students keep a journal where they regularly write about what they've learned in social studies, reflect on their learning, and ask questions. ● Gallery Walks- Students create posters or visual displays of what they've learned and then walk around the classroom to view and discuss their peers' work.

	• Interactive Notebooks- Students use interactive notebooks to record and organize information. This can include foldables, drawings, and written reflections. • Class Discussions- Engage students in discussions about the lesson. This can be done as a whole class or in small groups. • Peer Assessments- Students assess each other's work using a simple rubric or checklist. This encourages collaboration and self-reflection. • K-W-L Charts- Have students fill out a K-W-L chart (What I Know, What I Want to Know, What I Learned) at the beginning and end of a unit. • Mini-Projects- Assign small projects that require students to apply what they've learned. This can be done individually or in groups **Summative Assessment:** • Chapter/Unit Test

Stage 3 Learning Plan

Materials and Resources

****Mandates: Diversity & Inclusion – Economics affect all communities and community members. Amistad – highlight African American economists and economic contributors (Abram Lincoln Harris Jr., Sarah Elizabeth Nelson, Charles Young, Maggie L. Walker, Jerry Yang)*

Amistad Law: N.J.S.A. 18A 52:16A-88
Holocaust Law: N.J.S.A. 18A:35-28
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35
Laura Wooten Law: N.J.S.A. 18A:35-41
Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Core Instructional Resource: myWorld Interactive Social Studies

Readers:
How Do Industries Grow?
Books:

What Are Goods and Services? by Carolyn Andrews
Goods and Services Around Town by Heather E. Schwartz
Almost Zero by Nikki Grimes
A Chair For My Mother by Vera Williams
When Bees Fly Home by Andrea Cheng
A Day's Work by Eve Bunting
The History of Money: from Bartering to Banking by Martin Jenkins

Videos:
https://www.youtube.com/watch?v=GjZ0k0-B5cI

Additional Resources:
newsela
www.commonlit.org
Google Tools

Grade 3 Unit 2 Scope and Sequence – 6 Weeks

Week 1: Introduction to the unit

Week 2: Goods & Services - Producing & Buying local goods

Week 3: Types of Resources - Human and Capital

Week 4: Economic Choices - trade, cost, opportunity, want vs. need

Week 5: Human Capital - invest, human capital, education matters

Week 6: Unit review and assessment

Meeting the Needs of Students
Overview of Accommodations and Modifications

Students with Special Needs	MLLs	Students at Risk of School Failure	Gifted and Talented Students
● Use word webs ● Offer chunked reading passages with highlighted key information. ● Allow oral responses in place of written explanations when appropriate ● Use cloze sentences ● Use play money to help develop the concept of economics	● Encourage speaking by having students answer orally ● Use cloze sentences ● Use play money to help develop the concept of economics	● Provide guided notes and step-by-step modeling of map analysis.Use small-group instruction to reinforce key geographic concepts. ● Offer frequent formative checks for understanding. ● Gifted and Talented Students: ● Assign independent regional comparison research projects.	● Use of Higher Level Questioning Techniques ● Varied Lexile levels of reading ● Increased production in writing assignments ● Student-directed learning/ independent studies ● Extension Activities ● Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Unit: 3 Communities Build a Nation	Grade: 3	Pacing: 3 - 40-minute periods per week (8 weeks)

In Unit 3, students will learn why people came to America in search of wealth, land, and abundant natural resources, hoping for new opportunities and a better life. They will also learn about American exploration and settlement, leading to major changes in the lives of both settlers and Indigenous peoples, including shifts in land use, economies, and ways of living. The students will understand that these changes also shaped the development of communities, government, and industry. Many of the effects of exploration and settlement continue to influence life in the United States today.

Stage 1 Desired Results

New Jersey Student Learning Standards

Content Standards	Computer Science and Design Thinking	Career Readiness, Life Literacies, and Key Skills	Interdisciplinary Connections
6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies. **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) **6.1.5.GeoPP.3:** Use geographic models to describe	**8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena **Practices** ● Creating computational artifacts ● Communicating about computing and design .	**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. **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global. **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology	**English Language Arts** **RI.CR.3.1:** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers. **RI.IT.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. **W.IW.3.2 A-E** Write informative/explanatory texts

how human movement relates to the location of natural resources and sometimes results in conflict. **6.1.5.CivicsCM.1:** Use a variety of sources to describe characteristics exhibited by individuals that contribute to the well-being of their community and country. **6.1.5.GeoPP.5:** Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere **6.1.5.GeoPP.6:** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. **6.1.5.HistoryCC.2:** Use a variety of sources to illustrate how the American identity has evolved over time **6.1.5.HistoryCC.3:** Use multiple sources to describe			to examine a topic and convey ideas and information clearly. **W.AW.3.1. A- D** Write opinion texts to present an idea with reasons and information. **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic. **L.VL.3.2:** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content **Mathematics** **3.DL.B.3:** Draw a scaled picture graph and a scaled bar graph to represent data with several categories.

how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time. **6.1.5.HistoryCC.4:** Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures			
Vertical Integration			
Prior Learning **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community. **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. **6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history. **6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.		**Future Learning** **6.1.5.CivicsDP.3:** Describe the role of religious freedom and participatory government in various North American colonies. **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) **6.1.5.GeoPP.3:** Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.	

<table>
<tr><td colspan="2">6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</td><td colspan="2">6.1.5.CivicsCM.1: Use a variety of sources to describe characteristics exhibited by individuals that contribute to the well-being of their community and country.

6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time

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.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures</td></tr>
<tr><td rowspan="2">ESTABLISHED GOAL
Students will understand the reasons people came to America, including the search for wealth, land, and resources, and will explain how exploration and settlement led to significant changes in the lives of people at</td><td colspan="3">Meaning</td></tr>
<tr><td>ENDURING UNDERSTANDINGS</td><td colspan="2">ESSENTIAL QUESTIONS</td></tr>
<tr><td></td><td><u>Students will understand that…</u>
● People came to America to find wealth, land, and resources
● American exploration and settlement caused changes in the lives of people at the time.
● The changes caused by American</td><td colspan="2">● Why did people come to America in search of wealth, land, and resources?
● How did American exploration and settlement change the lives of people living at that time?</td></tr>
</table>

<table>
<tr><td rowspan="3">the time and continue to impact life in the United States today.</td><td>exploration and settlement affect our lives today</td><td>● In what ways do the effects of exploration and settlement continue to influence life in the United States today?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td colspan="2"><u>Students will be able to…(Depth of Knowledge)</u>
Explain what changes happened between American exploration and settlement.

Identify ways that events from exploration and settlement still affect our lives today.

What evidence shows the effects of exploration and settlement continue to shape life in the United States today, and how can we support our conclusions?</td></tr>
<tr><td colspan="3">Stage 2 Evidence</td></tr>
<tr><td>Evaluative Criteria</td><td colspan="2"><u>Assessment Evidence</u></td></tr>
<tr><td></td><td colspan="2">Pre-assessments
● Survey
● KWL chart
● Writing prompt

Formative Assessments:
● Exit Tickets
● Graphic Organizers
● Quizzes
● Peer Review
● Newsela Article Discussion and Reflection
● Timeline Creation
● Small Group Discussions

Summative Assessment:
● Project-Based Assessment
● Chapter/Unit Assessment</td></tr>
</table>

Stage 3 Learning Plan

Materials and Resources

****Mandates: Diversity & Inclusion – all communities interact with the environment;* *Amistad – highlight African American environmental advocates and explorers* *(Sequoyah, Archie Thompson, Benjamin Bonneker, Pierre L'Enfant, Don Pedro Menéndez de Aviles, Vasco Nunez de Balboa, Juan de Onate, Louis Joliet, Robert de la Salie)*

Amistad Law: N.J.S.A. 18A 52:16A-88
Holocaust Law: N.J.S.A. 18A:35-28
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35
Laura Wooten Law: N.J.S.A. 18A:35-41
Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Core Instructional Resource: ***myWorld Interactive Social Studies***

Supplemental Materials:

Newela
Common Lit
Unit 9- Core Reading Program
Google Tools

Readers:
Together We Give Thanks
A New Tradition
Thanksgiving Then and Now

Books:
Early Spanish Explorers and the Exploration of Southwest America
Exploration for Kids- The Americas, Columbus, Ponce De Leon & More
Who were the French Explorers Who Explored North America
Lives of the Explorers: Discoveries, Disasters (and What the Neighbors Thought) by Katherine Krull

Thomas Paine: Crusader For Liberty: How One Man's Ideas Helped Form a New Nation by Albert Marrin
The Mayflower by Mark Greenwood
My Country 'Tis of Thee: How One Song Reveals the History of Civil Rights by Claire Rudolph Murphy

Scope & Sequence

Grade 3 Unit 3 Scope and Sequence – 8 Weeks

Week 1 Unit opener
Week 2: America's First People
Week 3: Early Explorers
Week 4: Early Spanish Communities
Week 5: Early French Communities
Week 6: Early English Communities
Week 7: Creating A New Nation
Week 8: Unit review and chapter test

Meeting the Needs of Students Overview of Accommodations and Modifications			
Students with Special Needs	MLLs	**Students at Risk of School Failure**	Gifted and Talented Students
● Provide graphic organizers for analyzing historical events and cause-and-effect relationships. ● Offer chunked primary and secondary source readings with highlighted key information.	● Pre-teach historical vocabulary using visuals and sentence frames. ● Provide bilingual glossaries and structured discussion prompts.	● Provide guided notes and step-by-step modeling of map analysis.Use small-group instruction to reinforce key geographic concepts. ● Offer frequent formative checks for understanding.	● Use of Higher Level Questioning Techniques ● Varied Lexile levels of reading ● Increased production in writing assignments ● Student-directed learning/ independent studies

● Provide structured writing templates for research-based projects. ● Allow oral responses or alternative project formats when appropriate. ● Implement accommodations outlined in IEPs and 504 plans. ● Provide guided notes and step-by-step modeling of civic concepts and document analysis.	● Use timelines and visual supports to scaffold comprehension. ● Follow WIDA guidelines and implement SIOP strategies to support language development.	● Gifted and Talented Students:	● Assign independent regional comparison research projects.

Unit: 4 Government, Landmarks & Symbols	Grade: 3	Pacing: 3 - 40 minute periods per week 6 weeks

In this unit, students will explore why the Constitution is important and how it shapes the government of the United States. They will learn how the three branches of government work together to limit power and protect citizens' rights. Students will also examine the roles of local, state, and national governments in everyday life. They will also discover how national symbols, landmarks, songs, and important documents help unite people and represent the shared values of the country.

Stage 1 Desired Results

New Jersey Student Learning Standards

Content Standards	Computer Science and Design Thinking	Career Readiness, Life Literacies, and Key Skills	Interdisciplinary Connections
6.1.5.CivicsPI.1 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. **6.1.5.CivicsPI.2** Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). **6.1.5.CivicsPI.3** Explain how the United States functions as a representative democracy and describe the	**8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena **Practices** ● Creating computational artifacts ● Communicating about computing and design	**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. **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global. **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology	**Writing:** **W.IW.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic. **Vocabulary:** **L.VL.3.2:** Determine or clarify the meaning of unknown and multiple-meaning academic

roles of elected representatives and how they interact with citizens at local, state, and national levels. **6.1.5.CivicsPI.4** Describe the services our government provides the people in the community, state, and across the United States. **6.1.5.CivicsPI.5** Explain how government functions at the local, county, and state level. **6.1.5.CivicsPI.6** Distinguish the roles and responsibilities of the three branches of the national government. **6.1.5.CivicsPI.7** Explain how national and state governments share power in the federal system of government. **6.1.5.CivicsPI.8**			and domain-specific words and phrases based on grade 3 reading and content **RI.CI.3.2.** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea. **RI.AA.3.7**. 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.

Describe how the United States Constitution defines and limits the power of government. **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.CivicsDP.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.3** Describe the role of religious freedom and participatory government in various North American colonies. **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.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). **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.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.GeoSV.4** Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). **6.1.5.HistoryCC.2** Use a variety of sources to illustrate how the American identity has evolved over time. **6.1.5.HistoryCC.13** Craft a claim explaining how the development of early government structures impacted the evolution of			

American politics and institutions. **6.1.5.HistoryCC.15** Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights). **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.			
Vertical Integration			
Prior Learning **6.1.2.CivicsPI.1:** Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). **6.1.2.CivicsPI.2:** Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.		**Future Learning** **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**	

6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community. **6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority**.** **6.1.2.CivicsPI.6:** Explain what the government is and its function **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions **6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles. **6.1.2.CivicsDP.2:** Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. **6.1.2.CivicsDP.3** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. **6.1.2.CivicsPR.1:** Determine what makes a good rule or law. **6.1.2.CivicsCM.1**: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). **6.1.5.CivicsPI.3** Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. **6.1.5.CivicsPI.4** Describe the services our government provides the people in the community, state, and across the United States. **6.1.5.CivicsPI.5** Explain how government functions at the local, county, and state level. **6.1.5.CivicsPI.6** Distinguish the roles and responsibilities of the three branches of the national government. **6.1.5.CivicsPI.7** Explain how national and state governments share power in the federal system of government. **6.1.5.CivicsPI.8** Describe how the United States Constitution defines and limits the power of government. **6.1.5.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.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. **6.1.2.Geo.SV.4:** Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought). **6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history. **6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives. 6**.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event. **6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. • **6.1.2.HistorySE.2:** Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).	**6.1.5.CivicsDP.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.3** Describe the role of religious freedom and participatory government in various North American colonies. **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.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). **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.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.GeoSV.4** Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). **6.1.5.HistoryCC.2**

<table>
<tr><td colspan="2"></td><td>Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.HistoryCC.13
Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
6.1.5.HistoryCC.15
Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
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.</td></tr>
<tr><td rowspan="4">ESTABLISHED GOAL
Students will understand how the United States Constitution creates the structure of government, including the three branches, and how each level of government works to make laws, provide services, and protect citizens’ rights. Students will also recognize how national symbols, landmarks, songs, and important documents help unite people and represent the values of the United States.</td><td colspan="2">Meaning</td></tr>
<tr><td>ENDURING UNDERSTANDINGS</td><td>ESSENTIAL QUESTIONS</td></tr>
<tr><td><u>Students will understand that…</u>
● The United States Constitution provides the plan for the United States Government.
● The three branches of government were established to limit each branch’s power and to protect the rights of citizens.
● Local, state, and national governments make and enforce laws and provide services to meet the needs of the citizens.
● National symbols. Landmarks, songs, and documents help unite citizens and uphold ideas</td><td>● Why do we need a Constitution, and how does it shape our government?
● How does the system of three branches protect people from too much power in one place?
● What roles do local, state, and national governments play in our daily lives?
● How do national symbols, landmarks, songs, and documents help unite people in the United States?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
</table>

	Students will be able to…(Depth of Knowledge) **Depth of Knowledge (DOK) Overview** Students will match key vocabulary terms (Constitution, three branches, laws, symbols, services) with their definitions or pictures. Students will compare the roles of the three branches of government using a graphic organizer Students will respond to a real-life scenario about government roles.
Stage 2 Evidence	
Evaluative Criteria	**Assessment Evidence**
	Pre-assessments ● Survey ● KWL chart ● Writing prompt **Formative Assessments:** ● Anecdotal notes ● Teacher Observation ● Journal entry ● Class/group discussion ● Student/ group projects and presentations ● Quizzes ● Exit Ticket
	Summative Assessment(s): ● Unit/Chapter Assessment

Stage 3 Learning Plan

Materials & Resources

****Mandates: Diversity & Inclusion – all communities interact with the environment; Amistad – highlight African American environmental advocates and explorers (James Armistead Lafayette, Frederick Douglass and Sojourner Truth)*

Amistad Law: N.J.S.A. 18A 52:16A-88
Holocaust Law: N.J.S.A. 18A:35-28
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35
Laura Wooten Law: N.J.S.A. 18A:35-41
Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Core Instructional Resource: ***myWorld Interactive Social Studies***

Supplemental Materials:

Newela
Google Tools
Graphic Organizers

Readers:
What Are Rules?
A Day Without Rules
Our Constitution at Work

Books:
How the Government Works by Sly Sobel
The US Constitution by Norman Pearl
The WHite House for Kids: A History of a Home, Office & National Symbol by Katherine House

Scope & Sequence

Week 1: Introduction

Week 2: The American Government
Week 3: Branches of Government
Week 4: Levels of Government
Week 5: Landmarks, Symbols & Documents
Week 6: Unit Assessment

Meeting the Needs of Students Overview of Accommodations and Modifications			
Students with Special Needs	MLLs	**Students at Risk of School Failure**	Gifted and Talented Students
Provide graphic organizers for comparing branches of government Provide structured writing templates for informative essays. Offer chunked reading passages with highlighted key information. Allow oral responses in place of written explanations when appropriate. Offer visual supports for symbols, traditions, and community roles. Allow alternative formats for projects (poster, oral presentation, digital slideshow). Implement accommodations outlined in IEPs and 504 plans.	Provide bilingual glossaries and structured discussion prompts. Pre-teach vocabulary related to government, symbols, and documents Use visuals and sentence frames to support written and oral responses. Provide opportunities for peer discussion before independent work.	Provide scaffolded assignments with modeled examples. Use frequent formative assessments to monitor understanding. Offer small-group instruction focused on key cultural and economic concepts. Reinforce vocabulary and concepts through guided practice activities. Three Branches Foldable: Students create a foldable with 3 flaps (one for each branch) Under each flap: draw a picture and write a short sentence ● "The legislative branch makes laws."	Students design a mini-country or classroom government. ● Create a constitution with 3–5 rules/laws ● Design three branches and explain their roles ● Include checks and balances (how powers are limited) ● Present to the class Debate: "Which Branch is Most Important?" ● Assign students a branch (legislative, executive, judicial) ● Students prepare arguments defending why their branch is

		Provide sentence starters for support	most important ● Hold a structured, student-friendly debate

Unit: 5 Citizenship & Civic Engagement	Grade: 3	Pacing: 3 - 40-minute periods per week 6 weeks

In this unit, third-grade students will learn why rules and laws are important and how they help people stay safe and get along. They will explore what it means to be a good citizen by making positive choices at school and in their community. Students will also learn about historical figures who helped others gain and protect their rights. By the end of the unit, students will understand what makes someone a hero and how they, too, can make a difference through their actions.

Stage 1 Desired Results

New Jersey Student Learning Standards

Content Standards	Computer Science and Design Thinking	Career Readiness, Life Literacies, and Key Skills	Interdisciplinary Connections
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.CivicsDP.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).	**8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena **Practices** ● Creating computational artifacts ● Communicating about computing and design	**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. **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global. **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology	**Writing:** **W.IW.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic. **Vocabulary:** **L.VL.3.2:** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and

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.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. **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			phrases based on grade 3 reading and content **RI.CI.3.2.** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea. **RI.AA.3.7**. 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.

national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need. **6.1.5.CivicsHR.4** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. **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.2** Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good. **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.GeoHE.2** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). **6.1.5.HistoryCC.9** Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. **6.1.5.HistoryCC.12** Determine the roles of religious freedom and participatory government in various North American colonies. **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.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.			

Vertical Integration	
Prior Learning **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions **6.1.2.CivicsDP.1**: Explain how national symbols reflect on American values and principles. **6.1.2.CivicsDP.2:** Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good. **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights. **6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).	**Future Learning** **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.CivicsDP.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.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.

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	**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. **6.1.5.CivicsHR.4** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. **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.2** Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good. **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.GeoHE.2** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). **6.1.5.HistoryCC.9** Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. **6.1.5.HistoryCC.12**

<table>
<tr><td colspan="2"></td><td>Determine the roles of religious freedom and participatory government in various North American colonies.
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.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</td></tr>
<tr><td rowspan="4">ESTABLISHED GOAL
Students will understand why rules and laws are important for keeping order and fairness in society and how they guide the behavior of good citizens. Students will recognize the contributions of historical figures who helped secure and protect American rights and will explain what it means to be a hero by identifying actions that show responsibility, courage, and positive change in their community and beyond.</td><td colspan="2">Meaning</td></tr>
<tr><td>ENDURING UNDERSTANDINGS</td><td>ESSENTIAL QUESTIONS</td></tr>
<tr><td><u>Students will understand that…</u>
● Understand the reasons for rules and laws
● Realize the importance of being a good citizen
● Understand the contributions of people throughout history in securing American rights
● Understand what makes people heroes</td><td>● Why do we have rules and laws, and how do they help people live and work together?
● What does it mean to be a good citizen in our community and country?
● How have people in history helped protect and expand the rights of others?
● What makes someone a hero, and how can ordinary people make a difference?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td colspan="2"><u>Students will be able to…(Depth of Knowledge)</u>
Depth of Knowledge (DOK) Overview

DOK 1 Rules vs. Laws Sort
Students sort picture cards or statements into “rule” or “law” (e.g., classroom rule, traffic law).

DOK 2 Historical Figure Snapshot
Students read short passages about a historical figure and identify how they helped protect rights.

DOK 3 Then and Now Comparison
Compare how rights or fairness were different in the past vs. today and explain what changed and</td></tr>
</table>

<table>
<tr><td></td><td>why.</td></tr>
<tr><td colspan="2">Stage 2 Evidence</td></tr>
<tr><td>Evaluative Criteria</td><td><u>Assessment Evidence</u></td></tr>
<tr><td rowspan="2"></td><td>Pre-assessments
Survey
KWL chart
Writing prompt
Formative Assessments:
Anecdotal notes
Teacher Observation
Journal entry
Class/group discussion
Student/ group projects and presentations
Quizzes
Exit Ticket</td></tr>
<tr><td>Summative Assessment(s):
Unit/Chapter Assessment</td></tr>
<tr><td colspan="2">Stage 3 Learning Plan</td></tr>
<tr><td colspan="2">Materials & Resources

****Mandates: Diversity & Inclusion – all communities interact with the environment;* Amistad – highlight African American environmental advocates and explorers (Thurgood Marshall, Cesar Chave, Rosa Parks)

Amistad Law: N.J.S.A. 18A 52:16A-88
Holocaust Law: N.J.S.A. 18A:35-28
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35
Laura Wooten Law: N.J.S.A. 18A:35-41
Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a</td></tr>
</table>

Core Instructional Resource: ***myWorld Interactive Social Studies***

Supplemental Materials:

Newela
Common Lit
Google Tools
Graphic Organizers

Readers:
Who is Eleanor Roosevelt?
An American Hero: Eleanor Roosevelt
Eleanor Roosevelt: The First Lady and Human Rights Leader

Books:
A More Perfect Union: The Story of Our Constitution by Betsy Maestro & Guillio Maestro
U.S. Constitution by Norman Pearl
How the Government Works by Syl Sobel
Seperate is Never Equal: Sylvia Mendez & Her Family's Fight for Dissegregation by Duncan Tonatiuh

Scope & Sequence

Week 1: Introduction
Week 2: The Reasons For Rules & Laws
Week 3: Being A Good Citizen
Week 4: Taking Actions for Our Rights
Week 5: American Heroes
Week 6: Unit Assessment

Meeting the Needs of Students Overview of Accommodations and Modifications			
Students with Special Needs	MLLs	**Students at Risk of School Failure**	Gifted and Talented Students
Provide graphic organizers for comparing branches of government Provide structured writing templates for informative essays. Offer chunked reading passages with highlighted key information. Allow oral responses in place of written explanations when appropriate. Offer visual supports for symbols, traditions, and community roles. Allow alternative formats for projects (poster, oral presentation, digital slideshow). Implement accommodations outlined in IEPs and 504 plans.	Provide bilingual glossaries and structured discussion prompts. Pre-teach vocabulary related to government, symbols, and documents Use visuals and sentence frames to support written and oral responses. Provide opportunities for peer discussion before independent work. Sentence Starters	Provide scaffolded assignments with modeled examples. Use frequent formative assessments to monitor understanding. Offer small-group instruction focused on key cultural and economic concepts. Rules & Laws – "Right or Wrong?" Sorting Activity ● Provide picture cards showing simple scenarios (e.g., sharing, running in halls, helping others). ● Students sort into **"**Follow the Rule" vs. "Breaks the Rule**."** ● Extension: Students explain *why* the rule is important using sentence frames: ○ "This rule is important because ___.	Students design a mini-country or classroom government. ● Create a constitution with 3–5 rules/laws ● Design three branches and explain their roles ● Include checks and balances (how powers are limited) ● Present to the class Biography Deep Dive ● Students research a historical figure who helped secure rights. ● Create a project of choice: ○ Timeline ○ Slide presentation ○ "Living museum" performance (act as the person)

		Provide sentence starters for support	

Unit 6:	Grade: 3	Pacing: 3 - 40 minute periods per week (6 weeks)

In this unit, students explore how growth and change helped shape the United States. They learn how improvements in transportation, such as roads, railroads, and canals, helped people travel, trade, and connect communities. Students also examine how immigrants and settlers influenced where and how people lived across the country. The unit highlights how inventions and technological developments changed daily life and improved communication, work, and transportation. In addition, students discover how new ideas and important individuals helped communities grow and solve problems. Through these topics, students develop an understanding of how people, innovation, and movement contributed to the growth of the United States.

Stage 1 Desired Results

New Jersey Student Learning Standards

Content Standards	Computer Science and Design Thinking	Career Readiness, Life Literacies, and Key Skills	Interdisciplinary Connections
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.	**8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena **Practices** ● Creating computational artifacts ● Communicating about computing and design	**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. **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global. **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology	**Writing:** **W.IW.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic. **Vocabulary:** **L.VL.3.2:** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and

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.GeoPP.3** Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. **6.1.5.GeoPP.6** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. **6.1.5.GeoHE.2** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy,			phrases based on grade 3 reading and content **RI.CI.3.2.** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea. **RI.AA.3.7**. 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.

transportation, communications) **6.1.5.GeoHE.3** Analyze the effects of catastrophic environmental and technological events on human settlements and migration. **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. **6.1.5.EconNM.3** Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. **6.1.5.EconNM.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. **6.1.5.HistoryCC.9** Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. **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.			

Vertical Integration	
Prior Learning **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions. **6.1.2.Geo.HE.2**: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). **6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States **6.1.2.Geo.GI.1:** Explain why and how people, goods, and ideas move from place to place **6.1.2.EconGE.1**: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically **6.1.2.HistoryUP.1**: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.	**Future Learning** **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.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.GeoPP.3** Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. **6.1.5.GeoPP.6** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. **6.1.5.GeoHE.2** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications) **6.1.5.GeoHE.3** Analyze the effects of catastrophic environmental and technological events on human settlements and migration. **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.

<table>
<tr><td colspan="2"></td><td>6.1.5.EconNM.3 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.5.EconNM.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.
6.1.5.HistoryCC.9 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
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.</td></tr>
<tr><td rowspan="4">ESTABLISHED GOAL
Students will understand that advancements in transportation, immigration and settlement patterns, technological developments, and the contributions of individuals have shaped how people live and how communities grow and change over time. Students will be able to explain how these factors influenced the development of the United States and continue to impact our lives today.</td><td colspan="2">Meaning</td></tr>
<tr><td>ENDURING UNDERSTANDINGS</td><td>ESSENTIAL QUESTIONS</td></tr>
<tr><td><u>Students will understand that…</u>
● Changes in transportation helped the United States grow,
● Immigrants to the United States and American settlers changed where anad how people lived.
● Technological developments affect how people live.
● New ideas and individuals can affect communities.</td><td>● How did improvements in transportation help the United States grow and change?
● How did immigrants and settlers change where and how people lived in America?
● How do new technologies change the way people live, work, and communicate?
● How can new ideas and important individuals make a difference in communities?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td colspan="2"><u>Students will be able to…(Depth of Knowledge)</u>
Depth of Knowledge (DOK) Overview

DOK 1 Quick Facts Chart: List 3 facts about immigrants, 3 about transportation, and 3 about</td></tr>
</table>

<table>
<tr><td></td><td>technology.

DOK 2 Compare & Contrast: Life long ago vs. today (transportation or technology).

DOK 3 Opinion Writing: Which invention (train, car, internet, etc.) had the biggest impact on people’s lives? Use reasons and examples.</td></tr>
<tr><td colspan="2">Stage 2 Evidence</td></tr>
<tr><td>Evaluative Criteria</td><td><u>Assessment Evidence</u></td></tr>
<tr><td rowspan="2"></td><td>Pre-assessments
Survey
KWL chart
Writing prompt
Formative Assessments:
Anecdotal notes
Teacher Observation
Journal entry
Class/group discussion
Student/ group projects and presentations
Quizzes
Exit Ticket</td></tr>
<tr><td>Summative Assessment(s):
Unit/Chapter Assessment</td></tr>
<tr><td colspan="2">Stage 3 Learning Plan</td></tr>
<tr><td colspan="2">Materials & Resources

***Mandates: Diversity & Inclusion – all communities interact with the environment; Amistad – highlight African American environmental advocates and explorers (Harriet Tubman, Madam C.J. Walker, Chinese immigrants (helped build the transcontinental railroad), Irish immigrants(helped build canals, railroad to help make cities grow), Sacagawea)

Amistad Law: N.J.S.A. 18A 52:16A-88</td></tr>
</table>

Holocaust Law: N.J.S.A. 18A:35-28
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35
Laura Wooten Law: N.J.S.A. 18A:35-41
Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Core Instructional Resource: ***myWorld Interactive Social Studies***

Supplemental Materials:

Newela
Common Lit
Google Tools
Graphic Organizers

Readers:
New Beginnings
Early America
Starting Out

Books:
My Diary From Here to There by Amanda Ima Perez
The House on Maple Street by Bonnie Pryor
A River Ran Wild by Lynne Cherry
River Town by Bonnie & Arthur Geisert

Scope & Sequence

Week 1: Introduction
Week 2: New Ways To Travel
Week 3: A New home in America
Week 4: New Ways to Communicate
Week 5: New Ideas
Week 6: Unit Assessment

Meeting the Needs of Students Overview of Accommodations and Modifications			
Students with Special Needs	MLLs	**Students at Risk of School Failure**	Gifted and Talented Students
Sentence Frames: ● "People moved because _____." ● "This invention helped by _____." ● "This person helped the community by _____." **Turn-and-Talk:** Partner discussion using one guided question at a time. *Support:* Provide visual cue cards or yes/no options. Offer chunked reading passages with highlighted key information. Allow oral responses in place of written explanations when appropriate. Offer visual supports for symbols, traditions, and community roles. Allow alternative formats for projects (poster, oral presentation, digital slideshow).	Provide bilingual glossaries and structured discussion prompts. Pre-teach vocabulary related to government, symbols, and documents Use visuals and sentence frames to support written and oral responses. Provide opportunities for peer discussion before independent work. Sentence Starters	Provide scaffolded assignments with modeled examples. Use frequent formative assessments to monitor understanding. Offer small-group instruction focused on key cultural and economic concepts. Provide sentence starters for support	**Influential Figure Study:** Research a changemaker like Eli Whitney, Alexander Graham Bell, or Madam C.J. Walker. Students explain: ● The problem the person solved ● The impact on communities ● Whether the impact is still seen today **Immigration Case Study:** Compare two immigrant groups (e.g., Chinese immigrants and Irish immigrants) and analyze how each shaped communities differently.

Implement accommodations outlined in IEPs and 504 plans.			