

Fairfield Township School District

Curriculum Guide Grade 3

Subject: Social Studies	Grade Level: 3
Unit: Economics	Pacing: 6 weeks (1.5 months)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What do I need to know in order to be an informed consumer? • How are my wants and needs different from others? • How can I make good decisions with my money? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Community members depend on each other to meet their basic needs through working together to provide goods and services for a community. • The demands for products and the supply of goods and services affect communities and their economy.
NJSLS Standards	Classroom Applications
<p>6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p> <p>6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.</p> <p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.4.C.3 Explain why incentives vary between and among producers and consumers.</p> <p>6.1.4.C.4 Describe how supply and demand influence price and output of products</p> <p>6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.</p> <p>6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.</p> <p>6.1.4.C.8 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.</p> <p>6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</p> <p>6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.</p>	<p>Objective: Students will know...</p> <ul style="list-style-type: none"> • Key vocabulary within unit (such as; business, goods, needs, wants, natural resources, service, etc.) • Decisions are made based on the needs and wants of community • Producers and consumers and their role in the economy • Supply and demand influence price and output • Roles of individuals, businesses, laborers, and government • Goods and services are affected by global market and events within the community • Use of natural resources and how availability affects lifestyles, policy making, and economic outcomes <p>Money, saving, spending, and investments are reliant upon economy and greatly affect people's lives</p> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Observation, Connect, Teach, Engage, Link, Assessment</p> <p>Strategies: Think-pair share, Read Aloud, Jigsaw, Investigations, Guided Explorations</p> <p>Materials: Mentor Texts, Internet, Supplemental Resources</p> <p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</p> <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper Enrichment: computer based research, class presentation Limited English Proficiency: Vocabulary support, word/picture association</p>
Connections to other content areas, including 21st Century Skills:	

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21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

LA.3.RL.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LA.3.RI.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LA.3.W.3.2.A - Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

MA.3.3.MD.B.3 - [Standard] - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

MA.3.3.NBT.A.2 - [Standard] - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

MA.3.3.OA.C.7 - [Standard] - Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Books

Who's Buying and Who's Selling

Where Do We Keep the Money

What Can You Do with Money? Earn spend save

What is Money, Anyway? Why \$ and coins have value

What Do We Buy? Goods and services

Do I Need it? Or Do I want it?

Kids Making Money (TFK) (8)

Lemons and Lemonade – Nancy Loewen

Supply and Demand – Janeen Adil • What are Goods and Services? – Carolyn Andrews • Money – Margaret Hall

Save, Spend, or Donate? – Nancy Loewen • Sam and the Lucky Money – Karen Chinn

Using Money on a Shopping Trip – Jennifer Marrewa

Lunch Money – Andrew Clements • Mr. Chickee's Funny Money – Christopher Paul Curti

Owen Foote, Money Man – Stephanie Greene

Activities - <https://www.pinterest.com/search/pins/?q=economics%20activities>

Videos - <https://www.pinterest.com/search/pins/?q=economics%20videos>

Economics for Kids - <http://www.socialstudiesforkids.com/subjects/economics.htm>

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Virtual School – <http://www.kathimitchell.com/econ.htm>
Song Lessons for Economics - <https://www.youtube.com/watch?v=wHY5cdExNa8>
Kids Discover - <http://www.kidsdiscover.com/spotlight/economics/>
<http://www.superteacherworksheets.com/economics.html> (Economic Worksheets)
http://www.totally3rdgrade.com/supply_and_demand.html (song about economics)
<http://classroom.jc-schools.net/SS-units/economics.htm> (Interactive games and activities)
<http://www.lessonplanet.com/economics> (Economic Lesson Plans & Activities)
<http://www.readworks.org>

Activities:

Supply and Demand Musical Chairs: Begin with many more chairs than students. When music stops remove a chair; continue until chairs create a scarcity. Reflect and discuss the relationship between supply and demand and what happened as chairs were removed. • Workplace Mural: Students will select a local workplace. Label an index card with name and its role in meeting people’s needs in the community. Illustrate and share. • Classroom Bank: Provide a weekly income for students (i.e.: banana bills, bonus bills, etc) that students can earn for completing classroom jobs, demonstrating responsibility in the classroom community, or lending a helping hand. Students can turn them in weekly for make a purchase from classroom store, or choose to save money for an end-of-year auction.

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Presentations
- Collaboration
- Unit Test
- Pre- and Post- assessments
- Current Events to make connections to their local community
- KWLA Charts and other use of graphic organizers (Homework assignments, other writing tasks, journal entries)
- Group discussions
- Written or oral formative or summative assessments including multiple choice, vocabulary, and open-ended questions Economics

Curriculum Guide

Subject: Social Studies	Grade Level: 3
Unit: Industrial	Pacing: 8 weeks (2 months)

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Revolution/Innovations	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How have inventions shaped my life today? • Why would my life be different without technology? • How can technology impact us negatively? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Innovation and creativity affect the quality of living, community development, and opportunity. • Historical innovators and inventions have helped shape the world and how people live.
NJSLS-SS Standards	Classroom Applications
<p>6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey. 6.1.4.C.13 Determine the qualities of entrepreneurs in a capitalistic society. 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities. 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. 6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world. 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to action taken to address them.</p>	<p>Objective: Students will know...</p> <ul style="list-style-type: none"> • Key vocabulary within unit (such as; innovation, industry, technology, patent etc.) • Creativity and impact of inventions affect lifestyles, knowledge, and productivity • Science and technology can assist with environmental concerns • Inventions and Inventors that have greatly impacted New Jersey (such as; Alexander Graham Bell, George Washington Carver) • Role of geography, natural resources, and climate in New Jersey on transportation and other innovations • Improvements in lifestyle are due to innovation compared to the past Technologies' impact on agriculture; locally • Innovation in communications affect collaboration locally and globally <p>Teaching Strategies/Materials: Lesson Structure: Observation, Connect, Teach, Engage, Link, Assess Strategies: Think-pair share, Read Aloud, Jigsaw, Investigations, Guided Explorations</p> <p>Materials: Mentor Texts, Internet, Supplemental Resources</p> <p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</p> <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper Enrichment: computer based research, class presentation Limited English Proficiency: Vocabulary support, word/picture association</p>
Connections to other content areas, including 21st Century Skills:	
21st Century Themes - Global Awareness, Civic Literacy	

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21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

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Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental, social and economic impacts of decisions.

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CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Books

Now & Ben : the modern inventions of Benjamin Franklin

Imaginative inventions : the who, what, where, when, and why of roller skates, potato chips, marbles, and pie and more!

Activities -

https://www.pinterest.com/search/pins/?rs=ac&len=2&q=industrial+revolution+activities&term_meta%5B%5D=industrial%7Cautocomplete%7C2&term_meta%5B%5D=revolution%7Cautocomplete%7C2&term_meta%5B%5D=activities%7Cautocomplete%7C2

Videos - <https://www.pinterest.com/search/pins/?q=industrial%20revolution%20videos>

Facts for Kids -

http://www.factsfornow.scholastic.com/article?product_id=nbk&type=0ta&uid=10676850&id=a2014620-h

- Slide Share – Power Points already created -

<http://www.slideshare.net/search/slideshow?searchfrom=header&q=industrial+revolution>

- Time Line of Inventions -

http://www.softschools.com/timelines/industrial_revolution_timeline/40/

SUGGESTED PERFORMANCE TASK(S)

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- Students will choose an inventor and describe one of their inventions and how it has impacted society and influenced people's lifestyles.
- Have students research and choose an inventor. They will choose one of their inventions to research in depth
- List pros and cons of invention and its impact on society. How has it helped people? How has it hurt people, or the environment? Have there been other inventions since that were influenced from this invention?
- Have students create an ad or brochure to advertise their chosen invention and why people might be interested in it.
- Create a classroom museum to display inventions and research information. Invite other classes to visit museum and learn about the various inventors and inventions researched.

Suggested learning resources;

- Brain Pop Jr. (Related Videos; Alexander Graham Bell)
- Learn 360 (Related Videos; Famous Inventions and Inventors / Thomas Edison, A Life of Inventions / History of Transportation / Cool Inventions / Inventors Video Quiz / Inventions from Ancient Times to the Printing Press, A Life of Invention)

Helpful Links:

- <http://www.pbs.org/benfranklin/teachersguide.html> (innovation activities)
- <http://www.discoveryeducation.com/teachers/free-lesson-plans/inventors-and-inventions-2-air-and-space.cfm> (lesson plans)
- http://www.kidinventorsday.com/teachers_guides.htm (additional links)
- <http://its.guilford.k12.nc.us/webquests/grade3.html> (innovation activities)
- www.buzzle.com/articles/3rd-grade-invention-ideas.html (invention ideas)

Suggested Mentor Texts – Available at school libraries

- 101 Ways to Bug Your Parents – Lee Wardlaw • 101 Ways to Your Teacher – Lee Wardlaw • Johann Gutenberg and the Amazing Printing Press – Bruce Koscielniak • The History of the Computer – Elizabeth Raum • Henry Ford and the Model T – Michael O’Hearn • Levi Strauss and Blue Jeans – Nathan Olson • Incredible Inventions – Lee Bennett Hopkins • Inventions – Martine Podesto • I is for Idea: An Inventions Alphabet – Marcia Schonberg • An Illustrated Timeline of Inventions and Inventors – Kremena Spengler • Now & Ben: The Modern Inventions of Benjamin Franklin – Gene Barretta • Marvelous Mattie: How Margaret E. Knight Became an Inventor – Emily Arnold McCully

Unit Assessment Opportunities:

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- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Class Webs
- Presentations
- Collaboration
- Current Events to make connections to their local community
- KWL Charts and other use of graphic organizers
- Homework assignments
- Other writing tasks
- Journal entries
- Group discussions
- Written or oral formative or summative assessments including multiple choice, vocabulary, and open-ended questions
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Curriculum Guide

Subject: Social Studies	Grade Level: 3
Unit: Civil Rights Leadership/Cultural Diversity	Pacing: 8 weeks (2 months)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do I solve conflicts with others that are different from me in a community? • How have the various cultures within my 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • A community is established through the various cultures and diversity of its people. • Respecting various cultures and perspectives through awareness and communication can help to solve conflicts both

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<p>community contributed to the customs, traditions, and beliefs within the community?</p> <ul style="list-style-type: none"> • How has my heritage and the various cultures within my community influenced my daily life? 	<p>locally and globally.</p>
<p>NJSLS-SS Standards</p>	<p>Classroom Applications</p>
<p>6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.14 Trace how the American identity evolved over time.</p> <p>6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p>6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<p>Objective: Students will know...</p> <ul style="list-style-type: none"> •Key vocabulary within unit (such as; custom, culture, tradition, ethnic groups, perspectives, etc.) •Comprehension Strategies for reading informational text •Continents and oceans to gain understanding of spatial relationships with other countries and cultures •Most communities are made up of people of different ethnicities •Members of a community show their culture through their clothing, language, food, music, etc. •Cultures include traditions, popular beliefs, values, and ideas expressed through people’s behaviors <p>Stereotyping and prejudice can lead to conflicts</p> <ul style="list-style-type: none"> •Bullying and discriminatory actions and comments are not tolerated and affect the community •Events and important figures that have assisted in cultural acceptance and helped to solve conflicts <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Observation, Connect, Teach, Engage, Link, Assess</p> <p>Strategies: Think-pair share, Read Aloud, Jigsaw, Investigations, Guided Explorations</p> <p>Materials: Mentor Texts, Internet, Supplemental Resources</p> <p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</p> <p>OTHER EVIDENCE: These are suggested assessments that could be used in addition to the suggested performance task.</p> <ul style="list-style-type: none"> • Develop a plan: Present students with a conflict resulting from a cultural disagreement. Have students write a resolution

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	<p>as to how they might go about solving the conflict and the importance of tolerance and various perspectives due to cultural differences.</p> <ul style="list-style-type: none"> •In the News: Have students look for local news of current cultural events happening in their town. Have students participate in cultural activity in the community and write or draw about their experience. •Discover a new culture: Research a different country or culture through books and internet. Have students create a PowerPoint or similar activity to present to class. Other assessments to demonstrate evidence of learning may include; <ul style="list-style-type: none"> • Pre- and Post- assessments • Current Events to make connections to their local community • KWL Charts and other use of graphic organizers • Homework assignments • Other writing tasks • Journal entries • Group discussions • Written or oral formative or summative assessments including multiple choice, vocabulary, and open-ended questions <p>Culture/Diversity Quarter 3 - Stage 3 – Learning Plan – Grade</p> <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper Enrichment: computer based research, class presentation Limited English Proficiency: Vocabulary support, word/picture association</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p>LA.3.RL.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>LA.3.RI.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>LA.3.W.3.2.A - Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</p> <p>MA.3.3.MD.B.3 - [Standard] - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.</p> <p>MA.3.3.NBT.A.2 - [Standard] - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	

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Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.
CRP2 Apply appropriate academic and technical skills.
CRP5 Consider the environmental environmental, social and economic impacts of decisions.
CRP9 Model integrity, ethical leadership and effective management.
CRP11 Use technology to enhance productivity.
CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Rosa by Nikki Giovanni
Dad, Jackie, and Me by Myron Uhlberg
The Story of Ruby Bridges by Robert Coles
Rosa Parks : a life of courage by Ann-Marie Kishel.

Educational Videos, lessons , and games - <http://www.neok12.com/Civil-Rights-Movement.htm>

Civil Rights Timeline - <http://kids.laws.com/civil-rights-timeline>

Civil Rights Movement Timeline - <http://www.kidzworld.com/article/3015-civil-rights-movement-timeline>

Civil Rights Video - <https://www.pinterest.com/search/pins/?q=civil%20rights%20videos>

Civil Rights Activities -

https://www.pinterest.com/search/pins/?rs=ac&len=2&q=civil+rights+activities&term_meta%5B%5D=civil%7Cautocomplete%7C4&term_meta%5B%5D=rights%7Cautocomplete%7C4&term_meta%5B%5D=activities%7Cautocomplete%7C4

Helpful Links;

<http://www.ipl.org/div/cquest/> (Culture Quest Interactive World Tour)

<http://www.totally3rdgrade.com/people.html> (song about culture)

<http://pbskids.org/arthur/games/connectworld/index.html> (Interactive games)

<http://www.eduplace.com/geonet/index.html> (Interactive games)

<http://www.pbs.org/parents/mayaandmiguel/english/activities/calendar.html> (Family Tradition Activities)

<http://www.education.com/activity/third-grade/world-cultures/> (Culture activities)

Suggested Mentor Texts – Available at school libraries

- Arthur's World Neighborhood – David J. Smith
- Families in Many Cultures – Heather Adamson
- School in Many Cultures – Heather Adamson
- Freedom Summer – Deborah Wiles
- The Other Side – Jacqueline Woodson
- Everyday Celebrations and Rituals – Holidays
- Come to the Great World: Poems from Around the World – Wendy Cooling
- People of New Jersey – Mark Stewart
- Around Our Way on Neighbors' Day – Tameka Brown

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The Amistad Commission's Literacy Components for Primary Grades:

•<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

•Why Mosquitoes Buzz in People's Ears by Aardema, Verna

•The Patchwork Quilt by Flourmoy, Valerie

•Amazing Grace by Hoffman, Mary

•Chicken Sunday by Palacco, Patricia

•<http://www.state.nj.us/education/holocaust/resources/literacy.pdf>

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Class Webs
- Presentations
- Collaboration
- Unit Test

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Curriculum Guide

Subject: Social Studies	Grade Level: 3
Unit: Citizenship/ Branches of Government	Pacing: 8 weeks (2 months)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> •How does the government of our country work together at all levels to meet the needs of the people? •How do rules and laws protect my rights as a citizen? •What would happen if we had no government? •How do citizens influence government? 	<ul style="list-style-type: none"> •There is a relationship between people and their government in a representative democracy. • Active citizens exercise their rights and responsibilities through participation in democratic processes. • The government has a responsibility to develop rules and laws to protect people’s rights and the security and welfare of society
NJSLS-SS Standards	Classroom Applications
<p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.1.4.A.2 Explain how</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Key vocabulary within unit (such as; government services, common good, vote, volunteer, right, responsibility, democracy, elect, appoint) • Comprehension Strategies for reading informational text • Responsibilities of citizens and why following rules is crucial to the wellbeing of the common good

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<p>fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p> <p>6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.</p> <p>6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p>	<ul style="list-style-type: none"> • Fundamental rights of all citizens • The Constitution and Bill of Rights are key documents in establishing human rights and responsibilities of the government • Rules and laws are developed to protect people’s rights based on the needs of the people • Fair vs. unfair laws • Three branches of government and their roles (judicial, legislative, executive) • Create and determine how rules and laws are used in our classroom community to protect our individual rights to help resolve conflict. (6.1.4.A.1) • Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy (6.1.4.A.2) • Define fairness, equality, and common good and identify their roles in the creation of United States government. (6.1.4.A.3) • Explain the roles and responsibilities of the three branches of the national government. (6.1.4.A.5) • Identify a local issue and develop a group action plan to inform school and/or community members about the issue. (6.3.4.A.3) <p>Teaching Strategies/Materials: Lesson Structure: Observation, Connect, Teach, Engage, Link, Assess Strategies: Think-pair share, Read Aloud, Jigsaw, Investigations, Guided Explorations</p> <p>Materials: Mentor Texts, Internet, Supplemental Resources</p> <p>OTHER EVIDENCE: These are suggested assessments that could be used in addition to the suggested performance task.</p> <ul style="list-style-type: none"> • Create a Mobile: Have students work create a mobile to display the three types or government, their roles in the community, and local community members that are currently in those government positions. • Writing Prompt: Have students write about what it might be like if there was no government. How would their local community be different? How would the world be different? • Interview: Create interview questions for a local government official. Reach out to them through email, mail, or appointment to interview and gather information regarding their role in the community. Share your information with the class. <p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</p> <p>Other assessments to demonstrate evidence of learning may include;</p>
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	<ul style="list-style-type: none">• Current Events to make connections to their local community• KWLA Charts and other use of graphic organizers• Homework assignments• Other writing tasks• Journal entries• Group discussions• Written or oral formative or summative assessments including multiple choice, vocabulary, and open-ended questions <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper Enrichment: computer based research, class presentation Limited English Proficiency: Vocabulary support, word/picture association</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u> 21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p>LA.3.RL.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. LA.3.RI.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. LA.3.W.3.2.A - Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</p> <p><u>Career Ready Practices</u> CRP1 Act as a Responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills. CRP5 Consider the environmental environmental, social and economic impacts of decisions. CRP9 Model integrity, ethical leadership and effective management. CRP11 Use technology to enhance productivity. CRP12 Work productively in teams while using cultural global competence.</p>	
<p><u>Unit Resources: (related websites, reference materials, etc.)</u></p> <p>Books We The Kids by David Catrow</p> <ul style="list-style-type: none">• Kids Gov – 3 branches of government - https://kids.usa.gov/three-branches-of-government/index.shtml• Congress for Kids – Democracy http://www.congressforkids.net/games/Democracy/2_democracy.htm• Brain Pop - https://www.brainpop.com/socialstudies/usgovernmentandlaw/branchesofgovernment/	

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- Video - <http://video.about.com/usgovinfo/Branches-of-the-Government.htm>
- Activities and Video's -
https://www.pinterest.com/search/pins/?rs=ac&len=2&q=three+branches+of+government&term_meta%5B%5D=three%7Cautocomplete%7C0&term_meta%5B%5D=branches%7Cautocomplete%7C0&term_meta%5B%5D=of%7Cautocomplete%7C0&term_meta%5B%5D=government%7Cautocomplete%7C0

www.superteacherworksheets.com/communities (activities and worksheets available)

www.sfsocialstudies.com/g3/index.html (interactive games, current events, activities)

<http://www.hud.gov/kids/field1.html> (interactive tours of city hall and government officials)

http://www.totally3rdgrade.com/branches_of_government.html (song lyrics and sound clip)

<http://www.socialstudiesforkids.com/www/us/billofrightsdef.htm> (Bill of Rights for Kids)

<http://www.factmonster.com/ipka/A0769450.html> (Bill or Rights for Kids)

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Class Webs
- Presentations
- Collaboration
- Unit Test

Suggested Mentor Texts

• What is Government – Ann-Marie Kishel • Who Leads Our Country – Jacqueline Laks Gorman • Branches of Government – John Hamilton • What's Government – Nancy Harris • What are the Parts of Government – William Thomas • What's a City Council – Nancy Harris • D is for Democracy: A Citizen's Alphabet – Elissa Grodon • Democracy – Liam O'Donnell • Becoming a Citizen – John Hamilton • Voting in an Election – John Hamilton

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Curriculum Guide

Subject: Social Studies	Grade Level: 3
Unit: Natural Resources/ Geography and Environment	Pacing: 8 weeks (2 months)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Why is location important? • How do maps help people find and learn about locations? • How does a geographic location impact a person’s lifestyle? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Maps and other geographic tools can be used to discover and compare physical features and lifestyles of people in various locations. • Climate, landforms, and natural resources play a large role in the lifestyles, culture, and settlement of people of a particular area.
NJSLS-SS Standards	Classroom Applications
<p>Natural Resources 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States. 6.1.4.B.8 Compare ways people choose to use and distribute natural resources. 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude . 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources impacted where and how people live and work in different</p>	<p>Objective: Students will know...</p> <ul style="list-style-type: none"> • Key vocabulary within unit (such as; compass rose, map key, symbol, scale, mountain, valley, river, gulf, etc.) • Comprehension Strategies for reading informational text • Cardinal and intermediate directions • Information that can be found in a map key and the purpose of a map scale • Political and physical maps and specific information that can be found on each • Location of Monroe in comparison to other locations • Culture and lifestyles are influenced by geographic

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regions of New Jersey and the United States.
6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on cultures , economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.

location

- Physical features (such as; mountain, lake, river, valley, plateau, gulf, hills
- Landforms and climate affect lifestyles
- Importance of recycling and conserving in order to protect environment
- Natural resources are specific to location and assist in settlement
- Availability of natural resources has large impact on lifestyles

Teaching Strategies/Materials:

Lesson Structure: Observation, Connect, Teach, Engage, Link, Assess

Strategies: Think-pair share, Read Aloud, Jigsaw, Investigations, Guided Explorations

Materials: Mentor Texts, Internet, Supplemental Resources

OTHER EVIDENCE: These are suggested assessments that could be used in addition to the suggested performance task.

- Mix and Match: Present students with either pictures or words of key landforms learned and their descriptions. Have students cut and match words with definitions and glue to large construction paper.
- Map Skill Treasure Hunt: Have students work in pairs to use maps to uncover a mystery. It can be a map of the classroom and students must use compass rose, map key, and scale to follow map to lead to the solution to a problem.
- Writing Prompt: Have students research another community and its environment. Have students create a Venn-diagram comparing and contrasting their local communities' environment and that of their researched community. Students should look at their natural resources, climate, culture, landforms, etc. Have students then write an essay comparing these two communities and how their life may have been different had they grown up in their researched community.
- In the News: Create an environmental issue that could occur in your community. How would you communicate to the people of your

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	<p>community about the issue and get them to help out their environment. Write a news article that will not only inform the community about this issue, but persuade them to help out. What will your plan be to correct this environmental concern? How will you get others to get involved?</p> <p>Other assessments to demonstrate evidence of learning may include</p> <ul style="list-style-type: none">• Pre- and Post- assessments• Current Events to make connections to their local community• KWLA Charts and other use of graphic organizers• Homework assignments• Other writing tasks• Journal entries• Group discussions• Written or oral formative or summative assessments including multiple choice, vocabulary, and open-ended questions <p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</p> <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper</p> <p>Enrichment: computer based research, class presentation</p> <p>Limited English Proficiency: Vocabulary support, word/picture association</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p>LA.3.RL.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>LA.3.RI.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>LA.3.W.3.2.A - Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</p> <p>MA.3.3.OA.C.7 - [Standard] - Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or</p>	

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properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

MA.3.3.NF.A.1 - [Standard] - Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

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CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Natural Resource Activities -

<https://www.pinterest.com/search/pins/?q=natural%20resources%20activities>

Natural Resource Videos -

<https://www.pinterest.com/search/pins/?q=natural%20resources%20videos>

Educational Videos, Lessons, and Games - <http://www.neok12.com/Natural-Resources.htm>

Smart Exchange (free smartboard activities – you need to sign up – free membership)

<http://exchange.smarttech.com/search.html?q=natural+resources>

Slide Share - <http://www.slideshare.net/MMoiraWhitehouse/natural-resources-3rd-4th-grades>

www.superteacherworksheets.com/communities (activities and worksheets available)

<http://geography.pppst.com/mapskills.html> (Power-points and interactive map skill

games) <http://nationalatlas.gov/mapmaker> (Interactive map maker)

<http://its.guilford.k12.nc.us/webquests/mapadventure/map.htm> (Research activity)

<http://flashcarddb.com/cardset/238654-3rd-grade-map-skills-flashcards> (unit vocabulary

flashcards) http://www.totally3rdgrade.com/how_to_read_a_map.html (song about reading maps)

Suggested Mentor Texts – • If the World Were a Village: A Book About the World's People – David J. Smith • Hills / Valleys / Plains / Bays / Lakes – Emma Carlson Berne • The Four Oceans – Wil Mara • Hottest, Coldest, Highest, Deepest – Steve Jenkins • Living in Mountains / Living in Deserts – Tea Benduhn • Forests – Angela Royston • The Geography Book – Caroline Arnold • Geography From A to Z – Jack Knowlton

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