

# Clinton-Glen Gardner School District



## Curriculum Management System

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**Social Studies**

**Grade 3**

**August 2015**

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015  
Revised: August 15, 2015**

# **CLINTON-GLEN GARDNER SCHOOL DISTRICT**

## **ADMINISTRATION**

**Dr. Seth Cohen, Superintendent/Principal**  
**Mrs. Lisa J. Craft, Business Administrator**  
**Mrs. Jacqueline Turner, Assistant Principal**  
**Mrs. Jenine Kastner, Supervisor of Special Services**

## **BOARD OF EDUCATION**

**Mr. Robert Moul, President**  
**Mr. Brendan McIsaac, Vice President**  
**Mr. Charles Sampson**  
**Mr. Craig Sowell**

## Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

**Writers' Names:** Robert Adase  
Jessica Latanzio Crespo  
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**21<sup>st</sup> Century Life and Careers Integration:** Jessica Latanzio Crespo  
Barbara Shaffer

# **Clinton-Glen Gardner School District**

## **Mission**

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

## **Philosophy**

In today's world, students are faced with complex challenges that have global implications and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare students to become global citizens. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

Social studies provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. The curriculum fosters the development of students who:

- Are civic minded, globally aware, and socially responsible
- Exemplifies fundamental values of American citizenship through active participation in local and global communities
- Make informed decisions about local, state, national, and global events based on inquiry and analysis
- Consider multiple perspectives, value diversity, and promote cultural understanding
- Recognize the implications of an interconnected global economy
- Appreciate the global dynamics between people, places, and resources
- Communicate ideas by identifying a problem, developing a solution and sharing with others

**New Jersey State Department of Education  
Core Curriculum Content Standards**

**A note about Social Studies Standards and Cumulative Progress Indicators.**

**The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. This curriculum was revised to reflect minor revisions made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.**

## Grade 3 Social Studies

### Scope and Sequence

#### Quarter I September - November

<p><b>Topic: Maps Skills</b></p> <p>I. Students will be able to compare and contrast regions of the United States, which have influenced settlement.</p> <ol style="list-style-type: none"> <li>a. New Jersey (New Jersey Unit completed in fourth grade)</li> <li>b. United States</li> <li>c. Longitude and Latitude</li> <li>d. Westward Movement</li> </ol>	<p><b>Topic: Economics</b></p> <p>II. Students will be able to explore the concept of economic specialization and distribution.</p> <ol style="list-style-type: none"> <li>a. Key Vocabulary</li> </ol>
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#### 21<sup>st</sup> Century Skills (The ones that apply for this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- **Information, Communication & Technology**

#### 21<sup>st</sup> Century Themes (The ones that apply for this unit are in bold)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- **Civic Literacy**
- **Health Literacy**
- Environmental Literacy

#### Technology Infusion

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

### **Assessment**

District End of Unit Benchmark

### **Differentiation**

Refer to District Tool Kit for Differentiation

### **Interdisciplinary Connections**

The Social Studies Curriculum is often connected to themes in our Language arts Curriculum and through application of skills in Reading Literature, Reading Informational Text, and Writing. Resources such as those located in the **Amistad Curriculum** and the **NJ Commission on Holocaust Education** which provide PowerPoints, lesson plans, biographies, interactive maps, timelines, and primary source documents to facilitate interdisciplinary Connections.

ELA: RI.3.1-10, W.3.1-10 \*Mathematics: MD.3 Science: 5.1.4.A.1-3, 5.1.4.B.2, Arts: 1.3.2.D.1, 1.3.2.D.4-5 Technology: 8.1.4.A.1-5, 8.2.5.A.4 21<sup>st</sup> Century Life/Careers: 9.2.4.B.1-7, 9.2.8.B.3-4, 9.2.8.B.6,

### **Careers**

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

## Quarter II November - January

### Topic: US Government

- III. The students will be able to experience and describe our national government and its functions.
- a. Branches of government
    - i. Executive
    - ii. Legislative
    - iii. Judicial
  - b. Senate
  - c. House of Representatives
  - d. Comparison between nations

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**Assessment**

District End of Unit Benchmark

**Differentiation**

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ELA: RI.3.1-10, W.3.1-10 \*Mathematics: MD.3 Science: 5.1.4.A.1-3, 5.1.4.B.2, Arts: 1.3.2.D.1, 1.3.2.D.4-5 Technology: 8.1.4.A.1-5, 8.2.5.A.4, 21<sup>st</sup> Century Life/Careers: 9.2.4.B.1-7, 9.2.8.B.3-4, 9.2.8.B.6,

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## Quarter III January - March

### Topic: Slavery

- IV. Students will be able to compare and contrast actions of individuals and groups to the violation of their basic rights.
- Underground Railroad
  - Drinking Gourd
  - Abraham Lincoln
  - Civil War

### Topic: Earth Day

- V. Students will be able to describe how human actions impact the environment.
- Recycling
  - Arbor Day
  - Seed to Salad

### 21<sup>st</sup> Century Skills (The ones that apply for this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
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- Information Literacy
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### 21<sup>st</sup> Century Themes (The ones that apply for this unit are in bold)

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### Assessment

District End of Unit Benchmark

### Differentiation

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ELA: RI.3.1-10, W.3.1-10 \*Mathematics: MD.3 Science: 5.1.4.A.1-3, 5.1.4.B.2, Arts: 1.3.2.D.1, 1.3.2.D.4-5 Technology: 8.1.4.A.1-5, 8.2.5.A.4 21<sup>st</sup> Century Life/Careers: 9.2.4.B.1-7, 9.2.8.B.3-4, 9.2.8.B.6,

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## Quarter IV April - June

### Topic: US History: America and the World

VI. Students will be able to identify and discuss colonies, Revolutionary War, Indian Tribes, and Pilgrims

- a. Pilgrims
- b. Indian Tribes
- c. Colonies
- d. Revolutionary War

### 21<sup>st</sup> Century Skills (The ones that apply for this unit are in bold)

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### Assessment

District End of Unit Benchmark

### Differentiation

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ELA: RI.3.1-10, W.3.1-10 \*Mathematics: MD.3 Science: 5.1.4.A.1-3, 5.1.4.B.2, Arts: 1.3.2.D.1, 1.3.2.D.4-5 Technology: 8.1.4.A.1-5, 8.2.5.A.4 21<sup>st</sup> Century Life/Careers: 9.2.4.B.1-7, 9.2.8.B.3-4, 9.2.8.B.6,

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> <b>Grade 3</b> <b>Social Studies</b>	<b>Topic: Map Skills</b>	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>Analyze different types of maps. (6.1.4.B.1)</p> <p>Identify map tools that help determine time zones and locations using longitude and latitude. (6.1.4.B.3)</p> <p>Describe how landforms, climate, and availability of resources have influenced settlement in the United States. (6.1.4.B.4)</p> <p>Compare and contrast the various characteristics of regions of the United States based on culture. (6.1.4.B.6)</p> <p>Explain why areas are more adapt for settlement than others within the United States. (6.1.4.B.7)</p>	<p><b>Essential Questions:</b> How does location effect how we live? What story do maps and globes tell? How and why do maps and globes change? How do maps provide information about people, places, and physical and cultural environments?</p> <p><b>Conceptual Understandings:</b> Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.  Advances in science and technology can have unintended consequences that impact societies.  Areas may share common physical characteristics but may have similarities or differences in their cultures.</p>	<p><b>Learning Activities:</b> Analyze different types of maps Physical, Political, and Projection Maps  Create a map (teacher's choice) Devise a route in which to travel safely across a geographic area and recognize any challenges which may arise.  Make Covered Wagons Oregon Trail computer program Prairie Day</p> <p><b>Assessment Models:</b> Create a multiple-choice, fill in the blank (word bank included), and open ended assessment. Little House on the Prairie Assessment</p> <p><b>Additional Resources:</b> Search the Web Ed Helper <a href="#"><u>Little House on the Prairie</u></a> (Laura Ingalls Wilder)</p>

	<p>Compare and contrast demographic regions and how they can share physical similarities and may or may not share cultural similarities. (6.1.4.B.10)</p> <p>Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences. (8.2.5.A.4)</p>		
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<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 3</b> <b>Social Studies</b>	<b>Topic: Economics</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>Discuss opportunity cost and evaluate community-based decisions. (6.1.4.C.1, 9.2.4.D.2)</p> <p>Describe how supply and demand influence price and productivity. (6.1.4.C.4, 9.2.4.F.2, 9.2.8.D.5)</p> <p>Compare and contrast the roles and relationships within the economic system regarding household, businesses, and laborers, and government. (6.1.4.C.6, 9.2.4.F.2)</p> <p>Explain the role of money, savings, debt, and investment and the impact it has on one's life. (6.1.4.C.10, 9.2.4.B.5, 9.2.4.C.1, 9.2.4.D.1)</p> <p>Recognize the importance of savings and investment of setting long-term goals when it comes to making financial</p>	<p><b>Essential Questions:</b>  How does economics drive community goals, decisions, and policy-making?  How are financial instruments used to make sound monetary decisions?  How do people save, spend, and invest?  How has the ever-changing society encouraged improvement in new products?</p> <p><b>Conceptual Understandings:</b>  People make decisions based on their needs, wants, and the availability of resources.  Economics is the driving force of the occurrence of various events in society.  Interaction amongst various institutions influences policy-making and societal outcomes.  Understanding of financial instruments and outcomes assist citizens in making sound decisions.  Creativity and innovation have led to improvement in life style and the creation of new products.</p>	<p><b>Learning Activities:</b>  Create a class savings system/bank. Earned income will be deposited into a checking account that later can be spent using checks written by the student. These checks can be used for goods/services (pencil/highlighter, homework pass, teacher chair, free time) or saved until the end of the year for a class auction.</p> <p>Design a fundraising activity that would benefit community awareness</p> <p>Illustrate the relationship between supply/demand/scarcity through the playing of Musical Chairs</p> <p>Role Playing – Savers vs. Spenders</p> <p>It's your Choice – students create a budget for a chosen event (vacation, back to school, party). Students record purchased items as well as any money that was saved and why.</p> <p><b>Assessment Models:</b>  Create a brochure for a new bank coming to your town. Include the services provided at your bank. Your brochure should:  Explain the purpose of a checking and savings account.</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Economics</b>	
	<b>Subject/Grade Level:</b> <b>Grade 3</b> <b>Social Studies</b>	<b>Goal 2:</b> Students will be able to explore the concept of economic specialization and distribution.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>decisions for yourself and for your community. (6.1.4.C.11, 9.2.4.B.2, 9.2.4.B.5, 9.2.4.D.3, 9.2.4.D.4)</p> <p>Explain the scientific achievements and inventions that were created throughout various historical time periods. (6.1.4.C.16)</p> <p>Compare and contrast the differences between the agricultural society, industrial society, and information age. (6.1.4.C.17)</p> <p>Explain how the development of communications has impacted the spread of ideas and world collaboration. (6.1.4.C.18)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p>		<p>Provide an example of a checkbook and savings account register.</p> <p>Justify the benefits of both types of accounts.</p> <p>Prepare a survey to determine how well accounts at your bank will meet the needs of clients.</p> <p><b>Additional Resources:</b>  <u>Alexander Who Used to Be Rich Last Sunday</u> (Judith Viorst)  <u>Arthur's TV Trouble</u> (Marc Brown)  <u>Aldo Ice Cream</u> (Joann Hurwitz)  <u>Benjy in Business</u> (Leeuwen)  <u>Boom Town</u> (Levitin)  <u>Ox-Cart Man</u> (Hall)  <u>Mama in a Miner</u>(George Ella Lyon)</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 3</b> <b>Social Studies</b>	<b>Topic: Economics</b>	
		<b>Goal 2:</b> Students will be able to explore the concept of economic specialization and distribution.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p>		

Suggested days of Instruction	Curriculum Management System <b>Subject/Grade Level:</b> <b>Grade 3</b> <b>Social Studies</b>	<b>Topic: US Government</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>Explain the fundamental rights guaranteed by the US Constitution and the Bill of Rights that impact our continuation and improvement of American democracy. (6.1.4.A.2, 6.1.4.A.11)</p> <p>Explain how democracy depends upon all citizens exercising their civic responsibilities at all levels. (6.1.4.A.2, 6.1.4.A.11)</p> <p>Determine how “fairness”, “equality”, and “the common good”, impact the US government. (6.1.4.A.3)</p> <p>Describe the three branches of the US Government and how the Constitution limits these powers. (6.1.4.A.4, 6.1.4.A.5)</p> <p>Describe the roles of local, state, and national elected representatives. (6.1.4.A.7)</p>	<p><b>Essential Questions:</b></p> <p>What are the branches of government and how do they function?</p> <p>What are the United States Constitution and the Bill of Rights and how did they both impact the founding of our country?</p> <p>How are representatives elected at the local, state, and national levels?</p> <p>How are national governments similar and different than the United States?</p> <p><b>Conceptual Understandings:</b></p> <p>The United States Bill of Rights guarantees certain fundamental rights for citizens.</p> <p>There are different branches within the United States Government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns, keeping the principals of a limited government with shared authority, fairness, and equality.</p> <p>In a representative democracy, individuals elect representative to act on the behalf of the people.</p> <p>The world is comprised of nations that are similar and different from the United States.</p>	<p><b>Learning Activities:</b></p> <p>Role-playing the different functions of the three branches of government.</p> <p>Make campaign posters or slogans to run for a government position. Have a classroom election and make guidelines for the campaign.</p> <p>Media members can make up interview questions.</p> <p>Research report on another country’s government.</p> <p><b>Assessment Models:</b></p> <p>Research/Power Point to compare our government to another country’s government.</p> <p>Write a composition about the three branches of government.</p> <p><b>Additional Resources:</b></p> <p><u>So, You Want to Be President</u> ( Judith St. George)</p> <p><u>Senate Mouse, House Mouse</u> (Peter Barnes &amp; Cheryl Shaw Barnes)</p> <p><u>Marshall the Courthouse Mouse</u> (Peter Barnes and Cheryl Shaw Barnes)</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: US Government</b>	
	<b>Subject/Grade Level:</b> <b>Grade 3</b> <b>Social Studies</b>	<b>Goal 3:</b> The students will be able to experience and describe our national government and its functions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>Compare and contrast how government functions at the community, county, state, and national levels and the process of creating change. (6.1.4.A.8, 6.1.4.A.12)</p> <p>Describe how the world is divided into many nations that have their own governments, costumes, and laws. (6.1.4.A.14)</p> <p>Communicate with students from various countries about common issues of public concerns and possible solutions. (6.3.4.A.4)</p> <p>Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>Demonstrate an awareness of one's own culture and other cultures during</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 3</b> <b>Social Studies</b>	<b>Topic: US Government</b>	
		<b>Goal 3:</b> The students will be able to experience and describe our national government and its functions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences. (8.2.5.A.4)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Slavery</b>	
	<b>Subject/Grade Level:</b> <b>Grade 3</b> <b>Social Studies</b>	<b>Goal 4:</b> The students will be able to compare and contrast actions of individuals and groups to the violation of their basic rights.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights. (6.1.4.A.9)</p> <p>Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. (6.1.4.D.9)</p> <p>Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. (6.1.4.D.16)</p> <p>Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. (6.1.4.D.19)</p> <p>Describe why it important to understand the perspectives of other cultures in an interconnected world.</p>	<p><b>Essential Questions:</b> How have the fundamental rights of individuals as well as groups of people been violated throughout American history? How did slavery impact New Jersey, the nation, and individuals? How do individual experiences impact our view on other cultures that may be similar or different than our own?</p> <p><b>Conceptual Understandings:</b> The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.  Prejudice and discrimination can be obstacles to understanding other cultures.  People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and the individual points of view.</p>	<p><b>Learning Activities:</b> Star Lab (Planetarium)– Follow the Drinking Gourd  Harriet Tubman/Abraham Lincoln EdHelper  Underground Railroad – EdHelper  Role Play different injustices at different types and journal their feelings.  Map journeys of the underground railroad  Theater Play – Harriet Tubman or Freedom Bound  Identify free and slave states.  Discuss poetry and songs created and used during slavery. Review key vocabulary to the time period.</p> <p><b>Assessment Models:</b></p> <p><b>Additional Resources:</b> <u>Wanted Dead or Alive : The True Story of Harriet Tubman</u> (Ann McGovern)  <u>If you Traveled on the Underground Railroad</u> (Ellen Levine)</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 3</b> <b>Social Studies</b>	<b>Topic: Slavery</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Goal 4:</b> The students will be able to compare and contrast actions of individuals and groups to the violation of their basic rights.	<b>Essential Questions, Conceptual Understandings</b>
	<p>(6.1.4.D.20)</p> <p>Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. (6.3.4.D.1)</p> <p>Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)</p> <p>Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different</p>		<p><u>The Black Americans: A History in their Own Words</u> (Milton Meltzer)</p> <p><u>If you Lived When there was Slavery</u> (Ann Kamma)</p> <p>Weblink:  <a href="http://memory.loc.gov/ammem/fsowhome.html">http://memory.loc.gov/ammem/fsowhome.html</a></p> <p>Students Connections has multiple websites under Slavery.</p> <p>Amistad Curriculum</p> <p>NJ Commission on Holocaust Education</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 3</b> <b>Social Studies</b>	<b>Topic: Slavery</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 3</b> <b>Social Studies</b>	<b>Topic: Earth Day</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>Create and implement a local or state advocacy project and propose possible environment solutions (Arbor Day). (6.3.4.B.1, 6.1.4.C.11, 9.1.4.A.1, 9.1.4.A.2, 9.1.4.A.3)</p> <p>Discuss how advances in technology and human interaction impacts environmental issues. (6.1.4.B.5, 6.1.4.B.9)</p> <p>Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)</p> <p>Evaluate available resources that can assist in solving problems. (9.1.4.A.2)</p> <p>Determine when the use of technology is appropriate to solve problems. (9.1.4.A.3)</p>	<p><b>Essential Questions:</b> What are the reasons as to why we protect our environment? What does Earth Day mean to you?</p> <p><b>Conceptual Understandings:</b> Describe how human interaction impacts the environment in New Jersey and the United States.  Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p>	<p><b>Learning Activities:</b> Arbor Day – planting a tree downtown  Seed to Salad Program  Poster Contest for an environmental slogan</p> <p><b>Additional Resources:</b> Internet Books on Earth Day and taking care of the environment</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Earth Day</b>	
	<b>Subject/Grade Level:</b> <b>Grade 3</b> <b>Social Studies</b>	<b>Goal 5: The student will be able to describe how human actions impact the environment.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Earth Day</b>	
	<b>Subject/Grade Level:</b> <b>Grade 3</b> <b>Social Studies</b>	<b>Goal 5: The student will be able to describe how human actions impact the environment.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences. (8.2.5.A.4)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 3</b> <b>Social Studies</b>	<b>Topic: US History</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Goal 6: The student will be able to identify and discuss the colonies, Revolutionary War, Indian Tribes, and Pilgrims.</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>Explain how key events led to the creation of the United States and the state of New Jersey. (6.1.4.D.4)</p> <p>Relate key historical documents to present day government and citizenship (Mayflower Compact, Declaration of Independence, Constitution, Bill of Rights). (6.1.4.D.5)</p> <p>Describe specific leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Ben Franklin toward the development of US Government. (6.1.4.D.6)</p> <p>Determine the significance of New Jersey's role of the American Revolution. (6.1.4.D.8)</p> <p>Participate in brainstorming</p>	<p><b>Essential Questions:</b></p> <p>What Indian tribes influenced and contributed to the development of America?</p> <p>What key events led to the creation of the United States and the state of New Jersey?</p> <p>Who were the important leaders that had a major impact on the development of our country? What was their impact?</p> <p>What were the major historical documents that played a part in building our country?</p> <p>How do these documents currently related to today's government and society?</p> <p>What was New Jersey's role in the American Revolution?</p> <p><b>Conceptual Understandings:</b></p> <p>Key historical events, documents, and individuals led to the development of our nation.</p>	<p><b>Learning Activities:</b></p> <p>Read <u>Tikkatoo's Journey</u> (an Eskimo tale)</p> <p>Do History Pockets on the Indian Tribes</p> <p>Read <u>The Sign of the Beaver</u> (Elizabeth George Spear)</p> <p>Read <u>The Secret Soldier: The Story Of Deborah Sampson</u> (Ann McGovern)</p> <p>Red Mill Field Trip for Colonial America</p> <p><b>Assessment Models:</b></p> <p>Guided Reading/Literature Circle for literature with questions and assessment at the end of the book.</p> <p><b>Additional Resources:</b></p> <p><u>Native American Activity Book</u> (Linda Milliken)</p> <p><u>Thematic Unit – Native Americans</u> (Teacher Created Resources)</p> <p><u>History Pockets – Native Americans</u> (Evan-Moor)</p> <p><u>Let's Ride Paul Revere</u> (Petter and Connie Roop)</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <u><b>Subject/Grade Level:</b></u> <b>Grade 3</b> <b>Social Studies</b>	<b>Topic: US History</b>	
		<b><u>Goal 6:</u> The student will be able to identify and discuss the colonies, Revolutionary War, Indian Tribes, and Pilgrims.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p>		<p><u>History Pockets – Life in Plymouth Colony</u> (Evan-Moor)</p> <p><u>History Pockets – Life in Colonial America</u> (Evan-Moor)</p>

