

# Audubon Public Schools



Grade 3: Social Studies

Curriculum Guide

Developed by:

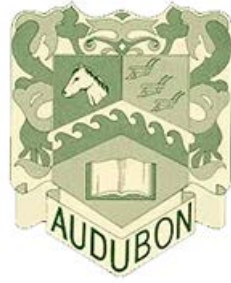
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## Course Description

### Grade 3: Social Studies

In third grade, social studies education provides learners with the knowledge, skills, and perspectives needed to become active learners and informed citizens. Learners are encouraged to consider the perspectives and values of other societies both past and present, and how influential leaders have shaped our lives and government. Instruction expands to demonstrate how needs are met by being responsible members of the community. Students will have an understanding of how our community has changed over time and how it continues to change based on needs and wants. Students will also be given an opportunity to explore maps, globes, and landforms of the world in order to enhance their understanding of the physical and natural features of the world we live in. Throughout the year, social studies is meant to bridge the connection between people, places, and events of the past and present using hands-on activities, exploration, and technology to engage 21st century learners.

## Overview / Progressions

Overview	Focus Indicator #	Companion Standards (ELA)
Unit 1 Maps	<ul style="list-style-type: none"> <li>● 6.1.4.B.1-3</li> </ul>	<ul style="list-style-type: none"> <li>● RI 3.1</li> <li>● RI3.3</li> <li>● RI3.4</li> <li>● RI3.10</li> <li>● NJSLSA.W1.</li> <li>● NJSLSA.W2.</li> <li>● NJSLSA.W3.</li> <li>● NJSLSA.W10.</li> </ul>
Unit 2 Communities	<ul style="list-style-type: none"> <li>● 6.1.4.A.1,8,11,12;</li> <li>● B.3,4,7;</li> <li>● C.14-15;</li> <li>● D.10-13</li> <li>● 6.3.4.A-D All</li> </ul>	<ul style="list-style-type: none"> <li>● RI 3.1</li> <li>● RI3.3</li> <li>● RI3.4</li> <li>● RI3.10</li> <li>● NJSLSA.W1.</li> <li>● NJSLSA.W2.</li> <li>● NJSLSA.W3.</li> <li>● NJSLSA.W10.</li> </ul>
Unit 3 Economics	<ul style="list-style-type: none"> <li>● 6.1.4.C.1-15</li> </ul>	<ul style="list-style-type: none"> <li>● RI 3.1</li> <li>● RI3.3</li> <li>● RI3.4</li> <li>● RI3.10</li> <li>● NJSLSA.W1.</li> <li>● NJSLSA.W2.</li> <li>● NJSLSA.W3.</li> <li>● NJSLSA.W10.</li> </ul>

Unit 4 Government	<ul style="list-style-type: none"><li>● 6.1.4.A.1,8,11-12</li><li>● 6.3.4.A.1-3</li></ul>	<ul style="list-style-type: none"><li>● RI 3.1</li><li>● RI3.3</li><li>● RI3.4</li><li>● RI3.10</li><li>● NJLSA.W1.</li><li>● NJLSA.W2.</li><li>● NJLSA.W3.</li><li>● NJLSA.W10.</li></ul>
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<b>Social Studies</b>	<b>Grade 3</b>	<b>Unit 1 Maps</b>	<b>Trimester 1 (see pacing guide for specific dates)</b>
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<b>Focus Indicator</b>	
6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how 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 have impacted where and how people live and work in different regions of New Jersey and the United States
<b>Companion Standards</b>	
RI3.1	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.
RI3.3	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.
RI3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Classwork assignments</li> <li>● Group Work</li> <li>● Quick Writing</li> <li>● Whiteboard work</li> <li>● Classroom Observation</li> <li>● Kahoot</li> <li>● Quizlet</li> <li>● Nearpod</li> </ul>	<ul style="list-style-type: none"> <li>● Test</li> <li>● Summary of information on a map.</li> <li>● Written opinion on the usefulness of maps.</li> <li>● Identification of and opinion on the difference between paper maps and Google maps.</li> <li>● Presentation of a self-made map or a route on Google Maps</li> </ul>
<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
<ul style="list-style-type: none"> <li>● Nystrom Program</li> </ul>	<ul style="list-style-type: none"> <li>● Newsela</li> <li>● Readworks</li> <li>● BrainpopJr</li> <li>● Scholastic News</li> <li>● Storyworks Jr.</li> </ul>
<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● Informational reading in social studies.</li> <li>● Informational writing in social studies using similar structures.</li> <li>● Consistent Academic Language</li> </ul>	
<b>Enduring Understanding</b>	<b>Essential Questions</b>

<ul style="list-style-type: none"> <li>● Maps show landforms, as well as natural and cultural locations.</li> <li>● Places can be located on a paper map by using a grid, key, scale and compass rose.</li> <li>● On Google Maps, places can be located by searching, zooming in and/or bringing up a specific location.</li> <li>● I can use maps to find my way by locating the start and end point. ON a paper map, I will have to decide the best route by referencing where the roads and obstacles are.</li> <li>● Google maps will make suggestions based on mileage, real time traffic and construction and time; and I will have to decide which route is best for me. I can also visually see locations and routes by using Street View.</li> </ul>	<ul style="list-style-type: none"> <li>● What skills do I need to know to be able to locate places on paper maps?</li> <li>● What skills do I need to know to be able to locate places, using Google Maps.</li> <li>● How can I use any kind of map to find my way from one place to another?</li> </ul>
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<b>Differentiation</b>		
<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>



IEP	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
ELLs	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
At-risk	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	
<b>Integrating Technology</b>		

<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>
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<b>Social Studies</b>	<b>Grade 3</b>	<b>Unit 2 Communities</b>	<b>Trimester 2 (see pacing guide for specific dates)</b>
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<b>Focus Indicator</b>	
6.1.4.B.3, 4, 7	<p>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.</p> <p>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</p> <p>Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p>
6.1.4.C.14, 15	<p>Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</p> <p>Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p>
6.3.4A-D	<p>Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</p> <p>Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials</p>

	<p>Select a local issue and develop a group action plan to inform school and/or community members about the issue. Communicate with students from various countries about common issues of public concern and possible solutions. Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.</p> <p>Develop and implement a group initiative that addresses an economic issue impacting children.</p> <p>Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>
6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
6.1.4.C.1.4 6.1.4.C.1.5	Describe how supply and demand influence price and output of products. Explain the role of specialization in the production and exchange of goods and services.
<b>Companion Standards</b>	
RI3.1	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.
RI3.3	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.
RI3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>● Classwork assignments</li> <li>● Group Work</li> <li>● Quick Writing</li> <li>● Whiteboard work</li> <li>● Classroom Observation</li> <li>● Kahoot</li> <li>● Quizlet</li> <li>● Nearpod</li> </ul>	<ul style="list-style-type: none"> <li>● Test</li> <li>● Summary of information on the way Native Americans were forced to live in different communities.</li> <li>● Written opinion on the closeness of your community.</li> <li>● Identification of and opinion on the difference between urban, suburban and rural communities.</li> <li>● Presentation of the businesses in Audubon</li> </ul>
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> <li>● Nystrom Program</li> </ul>	<ul style="list-style-type: none"> <li>● Newsela</li> <li>● Readworks</li> <li>● BrainpopJr</li> <li>● Scholastic News</li> <li>● Storyworks Jr.</li> <li>● History of Audubon book</li> <li>● Audubon then/now powerpoint</li> </ul>
Cross-Curricular Connections	
<ul style="list-style-type: none"> <li>● Informational reading in social studies.</li> <li>● Informational writing in social studies using similar structures.</li> <li>● Consistent Academic Language</li> </ul>	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> <li>● Community includes families, friends, neighbors, collaboration, jobs, safety, businesses and entertainment; all of these things are interrelated. Communities change over time because of population growth, new businesses coming in, natural disasters and the quality of schools and homes.</li> <li>● Urban communities are generally near large bodies of water and they usually have larger populations, more businesses, a greater</li> </ul>	<ul style="list-style-type: none"> <li>● How does a community reflect basic human needs?</li> <li>● How does geography impact what a community might look like?</li> <li>● What kinds of responsibilities have to be honored for a community to thrive?</li> <li>● How were Native American cultures changed by European settlement?</li> </ul>

<p>amount of fine arts opportunities and a wider variety of people, places and stores.</p> <ul style="list-style-type: none"> <li>● Suburban communities are usually made up of mostly single homes and generally have more open space, parks and similar populations.</li> <li>● Rural communities have less of a population, usually more farms or ranches and more space between homes. Schools and businesses are sometimes a long ride from a home. Some rural communities are made up of homes in mountains or other natural settings.</li> <li>● People in any community have to make sure they obey the law, keep each other safe, take care of the roads, trash collection, recycling and make sure water and power is available,</li> <li>● Native American communities were disrupted by American expansion. They were forced into living in communities that were very different from their past.</li> </ul>	
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<b>Differentiation</b>		
<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>

IEP	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
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At-risk	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	
<b>Integrating Technology</b>		

<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Internet research</li> <li>• Online programs</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual collaboration and projects</li> <li>• Presentations using presentation hardware and software</li> </ul>
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<b>Social Studies</b>	<b>Grade 3</b>	<b>Unit 3 Economics</b>	<b>Trimester 3 (see pacing guide for specific dates)</b>
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<b>Focus Indicator</b>	
6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
6.1.4.C.1.4 6.1.4.C.1.5	Describe how supply and demand influence price and output of products. Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.1.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.1.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.1.8	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.

6.1.4.C.1.9	Compare and contrast how the availability of resources affects people across the world differently
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
6.1.4.C.13	Examine 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 play 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.
<b>Companion Standards</b>	
RI3.1	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.
RI3.3	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.
RI3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.



NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Classwork assignments</li> <li>● Group Work</li> <li>● Quick Writing</li> <li>● Whiteboard work</li> <li>● Classroom Observation</li> <li>● Kahoot</li> <li>● Quizlet</li> <li>● Nearpod</li> </ul>	<ul style="list-style-type: none"> <li>● Test</li> <li>● Summary of information on a natural resource</li> <li>● Written opinion about recycling</li> <li>● Identification of and opinion on whether people waste things</li> <li>● Presentation of the way a natural resource can turn into a product</li> </ul>
<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
<ul style="list-style-type: none"> <li>● Nystrom Program</li> </ul>	<ul style="list-style-type: none"> <li>● Newsela</li> <li>● Readworks</li> <li>● BrainpopJr</li> <li>● Scholastic News</li> <li>● Storyworks Jr.</li> </ul>
<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● Informational reading in social studies.</li> <li>● Informational writing in social studies using similar structures.</li> <li>● Consistent Academic Language</li> </ul>	

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> <li>● Natural resources come from the earth and give us materials to make things and power to create energy.</li> <li>● Human resources are the skills, talents and values people have that they can share with their community and in their careers.</li> <li>● Natural and human resources should be respected and protected.</li> <li>● A healthy economy should be based on a balance of things to make and sell and the people who create or who provides service for others.</li> <li>● Producers need resources to make needed or wanted goods, which they then sell to consumers. Sometimes. The resources or factories are at a distance and have to be transported to the communities for sale in local stores. Sometimes resources have to be purchased and brought to the producer. Sometimes there are extra resources that can be sold, as well, Each part of the world has common and different resources.</li> </ul>	<ul style="list-style-type: none"> <li>● What is the difference between natural and human resources?</li> <li>● Why does a good economy need goods and services, as well as producers and consumers.</li> <li>● How do goods and services get to consumers?</li> </ul>

Differentiation		
504	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
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At-risk	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	
<b>Integrating Technology</b>		

<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>
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<b>Social Studies</b>	<b>Grade 3</b>	<b>Unit 4 Government</b>	<b>Trimester 3 (see pacing guide for specific dates)</b>
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<b>Focus Indicator</b>	
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.
6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
<b>Companion Standards</b>	
RI3.1	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.

RI3.3	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.
RI3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>● Classwork assignments</li> <li>● Group Work</li> <li>● Quick Writing</li> <li>● Whiteboard work</li> <li>● Classroom Observation</li> <li>● Kahoot</li> <li>● Quizlet</li> <li>● Nearpod</li> </ul>	<ul style="list-style-type: none"> <li>● Test</li> <li>● Summary of information on the Constitution</li> <li>● Written opinion about who should make up the rules in a school (3<sup>rd</sup> Grade)</li> <li>● Written opinion on the consequences for bullying (4<sup>th</sup> Grade)</li> <li>● Identification of and opinion on the powers of a US President (3<sup>rd</sup> Grade)</li> <li>● Identification and opinion on the powers of the Supreme Court3</li> <li>● Presentation of Audubon’s Commission Government (3<sup>rd</sup> Grade)</li> <li>● Presentation on one Supreme Court case involving children (4<sup>th</sup> Grade)</li> </ul>

<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
<ul style="list-style-type: none"> <li>● Nystrom Program</li> </ul>	<ul style="list-style-type: none"> <li>● Newsela</li> <li>● Readworks</li> <li>● BrainpopJr</li> <li>● Scholastic News</li> <li>● Storyworks Jr.</li> <li>● History of Audubon book</li> <li>● Audubon then/now powerpoint</li> </ul>
<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● Informational reading in social studies.</li> <li>● Informational writing in social studies using similar structures.</li> <li>● Consistent Academic Language</li> </ul>	
<b>Enduring Understanding</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Community includes families, friends, neighbors, collaboration, jobs, safety, businesses and entertainment; all of these things are interrelated. Communities change over time because of population growth, new businesses coming in, natural disasters and the quality of schools and homes.</li> <li>● Urban communities are generally near large bodies of water and they usually have larger populations, more businesses, a greater amount of fine arts opportunities and a wider variety of people, places and stores.</li> <li>● Suburban communities are usually made up of mosly single homes and generally have more open space, parks and similar populations.</li> <li>● Rural communities have less of a population, usually more farms or ranches and more space between homes. Schools and businesses are sometimes a ling ride from a home. Some rural</li> </ul>	<ul style="list-style-type: none"> <li>● How does a community reflect basic human needs?</li> <li>● How does geography impact what a community might look like?</li> <li>● What kinds of responsibilities have to be honored for a community to thrive?</li> <li>● How were Native American cultures changed by European settlement?</li> </ul>

<p>communities are made up of homes in mountains or other natural settings.</p> <ul style="list-style-type: none"> <li>● People in any community have to make sure they obey the law, keep each other safe, take care of the roads, trash collection, recycling and make sure water and power is available,</li> <li>● Native American communities were disrupted by American expansion. They were forced into living in communities that were very different from their past.</li> </ul>	
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<b>Differentiation</b>		
<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>IEP</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>

<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	
<b>Integrating Technology</b>		
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>	



# Appendix

Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Claudia Kirby Revised By: Beth Canzanese

Course Title: 3<sup>th</sup> Grade Social Studies Unit Name: Maps Grade Level: 3

BOE Approved June, 2017

<b>Content Statements and Rationale:</b>  <b>Maps help us understand our community, our country and our world. Students need to know how to use both paper and digital maps. They must a basic understanding of how to use maps s in order to find places and to be able to visualize historical events in the upper grades.</b>	<b>NJSLS:</b>  6.1.4.A.16; B.1-4  <b>Companion Standards:</b>  RH 3 1,.4-10 WHST 3. 2
<b>Unit Essential Questions:</b>  What skills do I need to know to be able to locate places on paper maps?	<b>Unit Enduring Understandings:</b>  Maps show landforms, as well as natural and cultural locations.

<p><b>What skills do I need to know to be able to locate places, using Google Maps.</b></p> <p><b>How can I use any kind of map to find my way from one place to another?</b></p>	<p><b>Places can be located on a paper map by using a grid, key, scale and compass rose.</b></p> <p><b>On Google Maps, places can be located by searching, zooming in and/or bringing up a specific location.</b></p> <p><b>I can use maps to find my way by locating the start and end point. ON a paper map, I will have to decide the best route by referencing where the roads and obstacles are.</b></p> <p><b>Google maps will make suggestions based on mileage, real time traffic and construction and time; and I will have to decide which route is best for me. I can also visually see locations and routes by using Street View.</b></p>
<p><b>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.</b></p> <p><b>Summary of information on a map.</b></p> <p><b>Written opinion on the usefulness of maps.</b></p> <p><b>Identification of and opinion oo the difference between paper maps and Google maps.</b></p> <p><b>Presentation of a self-made map or a route on Google Maps</b></p> <p><b>Digital Literacy Benchmarks:</b></p> <p><b>Executive Functioning Benchmarks:</b></p>	<p><b>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</b></p> <p><b>Close reading of maps.</b></p> <p><b>Engagement during Focus Lessons, Guided Reading and Discussion</b></p> <p><b>Capacity to locate and use information.</b></p>

<p><b>Key Terms (Essential Vocabulary):</b></p> <p>Map  Globe  Grid  Key  Scale  Landmark  Landform  Compass Rose  Google Maps  Street View  Route  Location  Real Time Traffic and Construction</p>
<p><b>Resources:</b></p> <p>Internet  Classroom Texts</p> <p>Paper Maps and Globes</p>
<p><b>Suggested Activities for Inclusion in Lesson Planning</b>  <b>Interdisciplinary Connections are identified with and I, followed by the related content area(s):</b></p> <p>Class Discussion, Guided Reading Focus Lessons and Literature Circles  Close reading  Use of maps and data to identify specific locations  Summary of information found on any kind of map  Development and expression (either in writing or through multi-media presentation software) of an opinion supporting or refuting the significance of maps  Research and present an overview of Google Maps</p>

<p><b>*Map activities will be ongoing in the other units of study for this grade level.</b></p>	
<p><b>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</b></p> <p><b>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</b></p> <p><b>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</b></p> <p><b>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</b></p>	<p><b>Suggested Timeline:</b></p> <p><b>6 weeks</b></p>

<b>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</b>	
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## Appendix

<b>Differentiation</b>	
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> <li>● Graphic organizers</li> </ul>

<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
<b>21st Century Skills</b>	
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	
<b>Integrating Technology</b>	
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>	

**Audubon Public Schools**  
**Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills**

**Written By: Claudia Kirby Revised By: Beth Canzanese**  
**Course Title: 3<sup>th</sup> Grade Social Studies Unit Name: Communities Grade Level: 3**  
**BOE Approved June, 2017**

<p><b>Content Statements and Rationale:</b></p> <p><b>In order to become successful members of a community students must first understand how communities function and what their individual roles might be.</b></p>	<p><b>NJSLS:</b></p> <p><b>6.1.4.A.1,8,11, 12; B.3,4,7; C.14-15; D.10-13</b>  <b>6.3.4.A-D</b></p> <p style="text-align: right;"><b>All</b></p> <p><b>Companion Standards:</b></p> <p><b>RH 3 1,4-10</b>  <b>WHST 3. 2</b></p>
<p><b>Unit Essential Questions:</b></p> <p><b>How does a community reflect basic human needs?</b></p> <p><b>How does geography impact what a community might look like?</b></p> <p><b>What kinds of responsibilities have to be honored for a community to thrive?</b></p> <p><b>How were Native American cultures changed by European settlement?</b></p>	<p><b>Unit Enduring Understandings:</b></p> <p><b>Community includes families, friends, neighbors, collaboration, jobs, safety, businesses and entertainment; all of these things are interrelated. Communities change over time because of population growth, new businesses coming in, natural disasters and the quality of schools and homes.</b></p> <p><b>Urban communities are generally near large bodies of water and they usually have larger populations, more businesses, a greater amount of fine arts opportunities and a wider variety of people, places and stores.</b></p> <p><b>Suburban communities are usually made up of mosly single homes and generally have more open space, parks and similar populations.</b></p>

	<p><b>Rural communities have less of a population, usually more farms or ranches and more space between homes. Schools and businesses are sometimes a long ride from a home. Some rural communities are made up of homes in mountains or other natural settings.</b></p> <p><b>People in any community have to make sure they obey the law, keep each other safe, take care of the roads, trash collection, recycling and make sure water and power is available,</b></p> <p><b>Native American communities were disrupted by American expansion. They were forced into living in communities that were very different from their past.</b></p>
<p><b>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.</b></p> <p><b>Summary of information on the way Native Americans were forced to live in different communities.</b></p> <p><b>Written opinion on the closeness of your community.</b></p> <p><b>Identification of and opinion on the difference between urban, suburban and rural communities.</b></p> <p><b>Presentation of the businesses in Audubon</b></p> <p><b>Digital Literacy Benchmarks:</b></p>	<p><b>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</b></p> <p><b>Close reading of maps.</b></p> <p><b>Engagement during Focus Lessons, Guided Reading and Discussion</b></p> <p><b>Capacity to locate and use information.</b></p>



<b>Executive Functioning Benchmarks:</b>	
<b>Key Terms (Essential Vocabulary):</b>  <b>Community</b> <b>Rural</b> <b>Suburban</b> <b>Urban</b> <b>Family</b> <b>Business</b> <b>Services</b> <b>Utilities</b> <b>Local Government</b> <b>Population</b> <b>Natural Disaster</b>	
<b>Resources:</b>  <b>Internet</b> <b>Classroom Texts</b>  <b>Primary Documents</b> <b>Art, Music, Multi Media Clips and MP3s</b>	

<p><b>Suggested Activities for Inclusion in Lesson Planning</b>  <b>Interdisciplinary Connections are identified with and I, followed by the related content area(s):</b></p> <p><b>Class Discussion, Guided Reading Focus Lessons and Literature Circles</b>  <b>Close reading</b>  <b>Use of maps to locate elements of the Audubon Community</b>  <b>Summary of information about the origins of Audubon</b>  <b>Development and expression (either in writing or through multi-media presentation software) of an opinion supporting or refuting the significance of community activities</b>  <b>Identification and analysis of the significant differences between urban, suburban and rural culture</b>  <b>Research and present an overview of services provided to a community.</b></p>	
<p><b>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</b></p> <p><b>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</b></p> <p><b>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</b></p> <p><b>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</b></p> <p><b>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</b></p>	<p><b>Suggested Timeline:</b></p> <p><b>6 weeks</b></p>

## Appendix

<b>Differentiation</b>	
<b>Enrichment</b>	<ul style="list-style-type: none"><li>● Utilize collaborative media tools</li><li>● Provide differentiated feedback</li><li>● Opportunities for reflection</li><li>● Encourage student voice and input</li><li>● Model close reading</li><li>● Distinguish long term and short term goals</li></ul>
<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"><li>● Utilize “skeleton notes” where some required information is already filled in for the student</li><li>● Provide access to a variety of tools for responses</li><li>● Provide opportunities to build familiarity and to practice with multiple media tools</li><li>● Leveled text and activities that adapt as students build skills</li><li>● Provide multiple means of action and expression</li><li>● Consider learning styles and interests</li><li>● Provide differentiated mentors</li><li>● Graphic organizers</li></ul>

<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
<b>21st Century Skills</b>	
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	
<b>Integrating Technology</b>	
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>	

**Audubon Public Schools**  
**Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills**

**Written By: Claudia Kirby Revised By: Beth Canzanese**  
**Course Title: 3<sup>th</sup> Grade Social Studies Unit Name: Economics Grade Level: 3**  
**BOE Approved June, 2017**

<p><b>Content Statements and Rationale:</b></p> <p><b>The availability of resources, human and natural, determines the quality of a community. As students become aware of this connection, they will be ready to u=comprehend the issues of environmental awareness on the national and global levels.</b></p>	<p><b>NJSLS:</b></p> <p><b>6.1.4.C.1-15</b></p> <p><b>Companion Standards:</b></p> <p><b>RH 3 1,.4-10</b>  <b>WHST 3. 2</b></p>
<p><b>Unit Essential Questions:</b></p> <p><b>What is the difference between natural and human resources?</b></p> <p><b>Why does a good economy need goods and services, as well as producers and consumers.</b></p> <p><b>How do goods and services get to consumers?</b></p>	<p><b>Unit Enduring Understandings:</b></p> <p><b>Natural resources come from the earth and give us materials to make things and power to create energy.</b></p> <p><b>Human resources are the skills, talents and values people have that they can share with their community and in their careers.</b></p> <p><b>Natural and human resources should be respected and protected.</b></p> <p><b>A healthy economy should be based on a balance of things to make and sell and the people who create or who provide s service for others.</b></p> <p><b>Producers need resources to make needed or wanted goods, which they then sell to consumers. Sometimes. The resources or factories are at a distance and have to be transported to the communities for sale in local stores. Sometimes resources have to be purchased and brought to the producer. Sometimes there are</b></p>

	<p>extra resources that can be sold, as well, Each part of the world has common and different resources.</p>
<p><b>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.</b></p> <p><b>Summary of information on a natural resource</b></p> <p><b>Written opinion about recycling</b></p> <p><b>Identification of and opinion on whether people waste things</b></p> <p><b>Presentation of the way a natural resource can turn into a product</b></p> <p><b>Digital Literacy Benchmarks:</b></p> <p><b>Executive Functioning Benchmarks:</b></p>	<p><b>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</b></p> <p><b>Close reading of maps.</b></p> <p><b>Engagement during Focus Lessons, Guided Reading and Discussion</b></p> <p><b>Capacity to locate and use information.</b></p>
<p><b>Key Terms (Essential Vocabulary):</b></p> <p><b>Economy</b></p> <p><b>Goods</b></p> <p><b>Services</b></p> <p><b>Resources</b></p> <p><b>Natural Resources</b></p> <p><b>Human Resources</b></p> <p><b>Producers</b></p> <p><b>Consumers</b></p> <p><b>Recycling</b></p> <p><b>Business</b></p>	

<b>Career</b>	
<b>Resources:</b>	
<b>Internet</b> <b>Classroom Texts</b>	
<b>Primary Documents</b> <b>Art, Music, Multi Media Clips and MP3s</b>	
<b>Suggested Activities for Inclusion in Lesson Planning</b> <b>Interdisciplinary Connections are identified with and I, followed by the related content area(s):</b>	
<b>Class Discussion, Guided Reading Focus Lessons and Literature Circles</b> <b>Close reading</b> <b>Use of maps to show natural resources in our country</b> <b>Summary of information about jobs in the service industry</b> <b>Development and expression (either in writing or through multi-media presentation software) of an opinion supporting or refuting the necessity to protect and carefully use our natural resources.</b> <b>Research and present the goods and services offered in Audubon</b>	
<b>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</b>	<b>Suggested Timeline:</b>
<b>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</b>	<b>6 weeks</b>

<p><b>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</b></p> <p><b>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</b></p> <p><b>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</b></p>	
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## Appendix

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<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>



<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> <li>● Graphic organizers</li> </ul>
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**Audubon Public Schools**  
**Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills**  
**Written By: Claudia Kirby Revised By: Beth Canzanese**  
**Course Title: 3<sup>th</sup> and 4<sup>th</sup> Grade Social Studies**  
**Unit Name: Government Grade Levels: 3-4**  
**BOE Approved June, 2017**

<p><b>Content Statements and Rationale:</b></p> <p>The fundamental values of United States democracy are found in the Constitution and the Declaration of Independence. Students on this level are ready to think about rules as they manifest in their families and communities. This sets the stage for understanding laws and civic responsibilities.</p>	<p><b>NJSLS:</b></p> <p>6.1.4.A.1,8,11-12 6.3.4.A.1-3</p> <p><b>Companion Standards:</b></p> <p>RH 3 1,.4-10 WHST 3. 2</p>
<p><b>Unit Essential Questions:</b></p> <p>Why does government exist?</p> <p>What are a citizen’s rights and responsibilities?</p>	<p><b>Unit Enduring Understandings:</b></p> <p>Government exists to maintain order and take car of the community needs.</p>

<p><b>What is the difference between rules and laws?</b></p> <p><b>Why is the Constitution important?</b></p> <p><b>What kind of government does Audubon have?</b></p> <p><b>What kind of government does the USA have?</b></p>	<p><b>Citizens in the US have the right to think freely and make their own choices. They are also responsible to have mutual regard for each other and to be an active part of their government.</b></p> <p><b>Rules are standards of behavior that are set by a family, school or other organization. Breaking a rule has a consequence within the group that set the rule.</b></p> <p><b>Laws are created and enforced by government. The consequences for breaking a law, might include going to jail, community service, a fine or a warning.</b></p> <p><b>Audubon has a commission form of government. The elected commissioners work together as a team, with each one having a special responsibility to maintain our community.</b></p> <p><b>The US government has three branches that connect and monitor each other: the president has his own branch, the lawmakers have theirs and the justices who make sure we obey the Constitution have their branch. People who serve our government are elected.</b></p> <p><b>The Constitution contains a careful description of the way our government works and the powers and limitations of the three branches. It also contains the rights and responsibilities we have as citizens. It was written to grow and change with our country without losing the basic idea of freedom and responsibility.</b></p>
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<p><b>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.</b></p> <p><b>Summary of information on the Constitution</b></p> <p><b>Written opinion about who should make up the rules in a school (3<sup>rd</sup> Grade)</b></p> <p><b>Written opinion on the consequences for bullying (4<sup>th</sup> Grade)</b></p> <p><b>Identification of and opinion on the powers of a US President (3<sup>rd</sup> Grade)</b></p> <p><b>Identification and opinion on the powers of the Supreme Court<sup>3</sup></b></p> <p><b>Presentation of Audubon’s Commission Government (3<sup>rd</sup> Grade)</b></p> <p><b>Presentation on one Supreme Court case involving children (4<sup>th</sup> Grade)</b></p> <p><b>Digital Literacy Benchmarks:</b></p> <p><b>Executive Functioning Benchmarks:</b></p>	<p><b>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</b></p> <p><b>Close reading of maps.</b></p> <p><b>Engagement during Focus Lessons, Guided Reading and Discussion</b></p> <p><b>Capacity to locate and use information.</b></p>
<p><b>Key Terms (Essential Vocabulary):</b></p> <p><b>Government</b></p> <p><b>Rule</b></p> <p><b>Law</b></p> <p><b>Consequence</b></p> <p><b>Rights</b></p> <p><b>Responsibilities</b></p> <p><b>Citizen</b></p> <p><b>Constitution</b></p>	

<b>Judicial Executive Legislative Commissioner</b>	
<b>Resources:</b>  <b>Internet Classroom Texts</b>  <b>Primary Documents Art, Music, Multi Media Clips and MP3s</b>	
<b>Suggested Activities for Inclusion in Lesson Planning</b> <b>Interdisciplinary Connections are identified with and I, followed by the related content area(s):</b>  <b>Class Discussion, Guided Reading Focus Lessons and Literature Circles</b> <b>Close reading</b> <b>Use of maps to locate the seats of power in Washington</b> <b>Summary of information about Audubon’s Commissioners and what they do</b> <b>Development and expression (either in writing or through multi-media presentation software) of an opinion supporting or refuting the significance of laws.</b> <b>Research and present the rules of MAS</b>	
<b>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</b>  <b>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with</b>	<b>Suggested Timeline:</b>  <b>6 weeks</b>

<p><b>504s will receive the support those documents dictate.</b></p> <p><b>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</b></p> <p><b>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</b></p> <p><b>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</b></p>	
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## Appendix

<b>Differentiation</b>	
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