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Cliffside Park Public Schools

GRADE: 3

Third Grade Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: December/January/February

Unit Name: Communities Build a Nation and U.S. Government

Resource: Our World Social Studies--We are Connected 2013

Learning Objectives:

Communities Build a Nation and U.S. Government

- To establish meaning.
- To make meaningful connections to personal experiences.
- To utilize prior knowledge to gain understanding.
- To explain how geography influences communities.
- To describe interactions between Europeans and Native Americans.
- To compare and contrast Native American cultures.
- To explain ways in which the past connects to the present.
- To describe the cultures of Native Americans today.
- To identify the causes of European exploration.
- To describe the effects of European exploration.
- To identify the contributions of notable individuals.
- To explain why settlers came to North America.



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- To describe how location affects the development of a community.
- To describe the key events in European settlements of North America.
- To describe the key events in American independence.
- To explain the causes of the American Revolution.
- To describe the creation and significance of key documents.
- To identify landmarks, symbols, holidays, and documents that exemplify American history and ideals.
- To recognize the purpose and need for government.
- To identify democratic principles and beliefs held by American citizens.
- To explain why the Declaration of Independence and the U.S. Constitution were written.
- To explain why the government has three branches of government.
- To identify the responsibilities of the executive, legislative and judicial branches of government.
- To describe the roles of key leaders in each branch of government and how they make decisions.
- To understand that the United States has three levels of government.
- To identify the responsibilities of local, state, and national government.
- To identify key leaders in each level of government and understand that they make decisions based on the well-being of the people who voted for them.

Reading Skills

- To understand how to sequence events as they read.
- To analyze text to find the proper sequence.
- To recognize that words and dates can help identify sequence.
- To understand the concept of a timeline.
- To use timelines to analyze events in history.
- To create and read a horizontal timeline.
- To locate the main idea and details of a passage.



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- To summarize information in their own words.
- To write a brief summary of a selection.
- To recognize that people have different viewpoints.
- To understand that a viewpoint, or point of view, gives someone's opinion on an issue.
- To use key phrases to signal point of view, such as *I think*, *I feel* and *in my opinion*.
- To identify similarities and differences between two viewpoints.

Duration: December, January, February

Essential Questions:

- How does our past affect our present?
- Who do we have government?

Enduring Understandings:

Chapter 3

- Identify ways that communities change over time.
- Determine that conflicts sometimes arise over resources.
- Discuss how our nation has been shaped by events and actions of the past.
- Understand that the actions of individuals can affect history.

Chapter 4

- The U.S. government was founded on democratic beliefs and principles.
- The three branches of government were established to limit each branch's power and to protect the rights of citizens.



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- Local, state, and national governments make and enforce laws and provide different kinds of services to meet the needs of citizens.

NJ Student Learning Standards for Social Studies

6.1.3.A.10, 6.1.3.A.14, 6.1.3.B.4, 6.1.3.B.5, 6.1.3.B.6, 6.1.3.B.7, 6.1.3.B.10, 6.1.3.C.14, 6.1.3.D.6
6.1.3.B.1, 6.1.3.B.2, 6.1.3.B.3, 6.1.3.B.10, 6.1.3.D.17

Technology:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

Active Citizenship: 6.3.4.A.1, 6.3.4.A.2, 6.3.4.A.3, 6.3.4.A.4, 6.3.4.B.1, 6.3.4.C.1, 6.3.4.D.1

Interdisciplinary Connections

- Students will create a list of terms from the Declaration of Independence that they do not understand. They will use a dictionary to define these terms in student friendly language.
 - NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Technology:

- <https://www.successnetplus.com/>
- PowerPoint presentations
- SmartBoards



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- video projects
- Discovery Education videos
- Play the interactive Got It? Activity to evaluate students' understanding of the key objectives in this lesson. Use the Extra Support button to assist students who need additional instruction.

Language Arts Literacy:

Sequence: 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.

Summarize: Determine the main idea of a text; recount the key details and explain how they support the main idea.

- A-Z books
 - *Sonia Joins the Supreme Court* (Level "P")
 - *Totem Poles* (Level "N")
 - *Barack Obama* (Level "O")
 - *Thomas Jefferson* (Level T)

Magic Treehouse (Pope Osborne) books and DVDs

Magic School Bus (Cole) books & DVDs

- Time for Kids Authentic Literature List (appendix)
- National Geographic for Kids Newspapers

Leveled Readers:

- *Sequoyah*
- *Sequoyah and the Cherokee Language*
- *Sequoyah: Inventor of the Cherokee Alphabet*
- *Thomas Jefferson*
- *Thomas Jefferson: Our Third President*
- *Thomas Jefferson: Writer, Leader, President*



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Library Science:

- **Research: individuals and events in history**

Art:

- Native American Art projects

Tier 2 Vocabulary: establish, utilize, explain, describe, compare, contrast, identify, recognize, understand, analyze, create, locate, summarize

Tier 3 Vocabulary: customs, longhouse, confederacy, cooperated, reservations, government, tradition, explorer, route, legend, fort, colony, colonize, mission, citizen, expedition, territory, drought, Quaker, debt, interpreter, pilgrim, tax, protest, legislature, patriot, independence, revolution, constitution, democracy, represent, liberty, legislative, executive, judicial, Congress, representative, bill, veto, Cabinet, mayor, council, governor, census

Core Instructional Materials/Resources/Digital Tools:

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

WEB SITES:

- http://www.sheppardsoftware.com/states_capitals_10_500.html
- <http://www.eduplace.com/ss/maps/usa.html>
- http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g2_u2/index.html



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PRIMARY SOURCES:

- recordings/photos of inaugural oaths
- recordings/photos of Dr. Martin Luther King's Speech
- maps

A-Z Books

- *The 100th Day Project* (Level "P")
- *Community Government* (Level "K")
- *The Creature Constitution* (Level "P")
- *Meeting Father in Plymouth* (Level "O")
- Colonial Life (Level L)
- Samuel D Champlain (Level Y)

SmartBoard

Primary sources:

- Declaration of Independence
- U.S. Constitution
- Election ballot



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21st Century Themes and Skills: (CRP Standards)

12 Career Ready Practices follow the link below.

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

8.1 Educational Technology

<http://www.state.nj.us/education/techno/>

- 8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3** Use a graphic organizer to organize information about problem or issue.
- 8.1.5.A.4** Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data
- 8.1.5.A.5** Create and use a database to answer basic questions.
- 8.1.5.A.6** Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

8.2 Technology Education, Engineering, Design, and Computation

- 8.2.5.A.1** Compare and contrast how products made in nature differ from products that are



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human made in how they are produced and used.

8.2.5.A.2 Investigate and present factors that influence the development and function of a product and a system.

8.2.5.A.3 Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.A.5 Identify how improvement in the understanding of materials science impacts technologies.

Assessments and Performance Tasks:

Locally developed assessments should be referenced here, example of assessments will need to be provided during a QSAC visit.

Communities Build a Nation

Create a storybook

Ask students to think back to what they learned about the history of North America. Tell them to think about ways that North America's history affects the way things are today. Call on students to share what they remember. Ask them to tell how the past affects the present. Explain to students that they will now have the opportunity to create a story about what they learned in this chapter. They will be able to describe it in their own words. They will also be able to select the images they think are best. Explain that prompts will guide them through the writing of the story.

Come to our Colony

Detailed instructions on how to perform and assess the activity are included in the myWorld Chapter Activity Step-by-Step Instruction worksheet, which can be accessed below from the Resources field.



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Review the instructions and the rubric with students so they understand what they will be doing in this activity and what is expected of them. Review the worksheet with students to familiarize them with what kind of information they will be writing. Navigate to each Activity Card and organize students into groups as indicated in the instructions. Have students think about something they learned when they were young that still affects how they live and act today. Have students draw a picture of themselves learning something in the past that affects them today.

US Government

Create a storybook

Ask students to remember the different branches and levels of government they learned about in this chapter. Tell them to think about why we have government. Ask students why and how the government provides us with services we need and use. Ask students why and how the government makes laws for us to follow. Explain to students that they will now have the opportunity to create a story about what they learned in this chapter. They will be able to describe it in their own words. They will also be able to select the images they think are best. Explain that prompts will guide them through the writing of the story.

Who am I?

Students will demonstrate understanding of how the branches of government limit each branch's power and protect people's rights. They will explain how the local, state, and national governments make and enforce laws and provide services. Using clues to identify a government leader, students will compare the roles of government leaders and write about a specific role.

Activities:

- Observe Celebrations: Hanukkah, Christmas, Kwanzaa, New Year
- Observe Martin Luther King Jr. Day as a catalyst for social change
- Observe Inauguration of new President; taking the Oath of Office



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- Observe Presidents' Day: Describe leadership qualities and historical contributions of presidents toward development of U.S. government
- Observe Black History Month: Explore contributions of African Americans to U.S.
- Observe Chinese New Year: Explore the tradition and value of Chinese New Year.
- Compare different types of maps: physical, political
- Identify major cities in U.S.
- Measure distances on maps
- Compare and contrast landforms in the U.S
- Use geographical tools: political and physical maps and globes for directionality
- Find current events to compare community, state, national & global challenges and solutions
- Reports and/or projects on history figures
- Community Walk
- Borough Hall
- Mock Election: Advocate for environmental issue
- Native American Art

Performance Assessments:

The Big Question

1. Ask students to think back to what they learned about the history of North America. Tell them to think about ways that North America's history affects the way things are today.
2. Call on students to share what they remember.
3. Ask them to tell how the past affects the present.

myStory Book

- Explain to students that they will now have the opportunity to create a story about what they learned in this chapter.
2. They will be able to describe it in their own words. They will also be able to select the images they think are best.
 3. Explain that prompts will guide them through the writing of the story.



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myWorld Activity Cards

Detailed instructions on how to perform and assess the activity are included in the myWorld Chapter Activity Step-by-Step Instruction worksheet, which can be accessed below from the Resources field. Review the instructions and the rubric with students so they understand what they will be doing in this activity and what is expected of them.

Review the worksheet with students to familiarize them with what kind of information they will be writing. Navigate to each Activity Card and organize students into groups as indicated in the instructions.

myWorld and Me

For additional support in the chapter's assessment activity:

1. Have students think about something they learned when they were young that still affects how they live and act today.
2. Have students draw a picture of themselves learning something in the past that affects them today.

The Big Question

1. Ask students to remember the different branches and levels of government they learned about in this chapter. Tell them to think about why we have government.
2. Ask students why and how the government provides us with services we need and use.
3. Ask students why and how the government makes laws for us to follow.

myStory Book

1. Explain to students that they will now have the opportunity to create a story about what they learned in this chapter.
2. They will be able to describe it in their own words. They will also be able to select the images they think are best.
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Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)

| Gifted and Talented | English Language Learners | Students with IEPs/504s | At-Risk Learners |
|--|--|--|---|
| <p>Gifted and Talented Students will complete a flowchart that examines how Native Americans chose where to settle based on the geography.</p> <p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p> | <p>English Language Learners will use a world map to trace the paths of the various European explorers.</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills.</p> | <p>Students with IEPs/504s will use a world map to trace the paths of the various European explorers.</p> <p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications</p> | <p>At-Risk Learners will use a world map to trace the paths of the various European explorers.</p> <p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p> |



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|--|--|---|--|
| | Collaboration between ELL and general education teacher to maximize learning | as determined by the IEP or 504 team. Differentiation through content, process, product, environment | |
|--|--|---|--|

Sources

New Jersey Department of Education: <http://www.state.nj.us/education/>

New Jersey Student Learning Standards: <http://www.state.nj.us/education/aps/cccs/ss/>

Pearson, MyWorld Social Studies: <https://www.successnetplus.com/>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Educational Technology: <http://www.state.nj.us/education/techno/>