



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 3

Duration: March/April

Third Grade Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: March and April

Unit Name: Citizenship and a Growing Nation

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

Learning objectives:

- Establish meaning.
- Make meaningful connections to personal experiences.
- Utilize prior knowledge to gain understanding.
- Describe the rights and responsibilities of citizens.
- Demonstrate positive citizenships in school and in the community.
- Identify rules and laws and what happens when they are not followed.
- Describe actions and contributions of historical figures who have helped to secure the rights and freedoms of our country's citizens.
- Explain the actions and contributions that individuals and civic organizations, past and present, have made for causes in our country and throughout the world.
- Analyze how innovations in transportation influenced the growth of the United States.
- Explain how trails and waterways facilitated travel to the frontier.
- Describe how Lewis and Clark and Sacagawea contributed to the growth of the American West.
- Understand how canals and riverboats helped move people and goods in the developing country.
- Recognize the difficulties faced by settlers in wagon trains.



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- Explain and trace how railroads improved westward travel.
- Understand how the invention of the airplane improved travel worldwide.
- Give examples of the developing United States.
- Analyze how America has changed from the arrival of European explorers to today.
- Explain why people immigrate to new lands.
- Identify patterns of immigration from Europe and Asia to the United States.
- Give examples of how immigrants from many lands have contributed to American culture.
- Understand the importance of the Statue of Liberty to American immigrants and American culture.
- Describe how homesteaders built the American West.
- Analyze how innovations in communication influenced the growth of the United States.
- Compare how people communicated in the 1800's and today.
- Describe how the Pony Express improved cross-country communication.
- Recognize how telegraphs and telephones made instant communication possible.
- Describe how radio and television connect people around the world.
- Trace how communication and computer technologies have changed American's lives in the last 20 years.
- Give examples of key people who improved communication.
- Analyze how new ideas and machines changed people's lives in the United States and around the world.
- Recognize how activists improved access to education for all Americans.
- Understand how innovations in technology changed people's everyday lives.
- Explain how new machines and ideas changed the workplace.
- Recognize how innovations in medicine helped people lead longer, healthier lives.
- Describe the contributions of human-rights activists in gaining equal rights for all Americans.

21st Century objectives:

- Understand the importance of resolving conflicts with others.
- Establish ways to use cooperation to resolve conflicts.
- Use creativity when resolving conflicts.
- Identify primary and secondary sources.



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- Understand the difference between primary and secondary sources.
- Read primary sources for eyewitness information.
- Explain the uses of both primary and secondary sources.
- Locate the important facts and details of a passage.
- Make decisions based on what they read.
- Use details to draw conclusions.

Duration: March, April

Essential Questions:

- How can I participate?
- How does life change throughout history?

Enduring Understandings:

(need for topic 2)

- Good citizens participate in their communities and work for the common good.
- Many American heroes have taken risks and overcome obstacles to help others.
- Civic organizations and individuals in our country and around the world have made contributions to important causes that benefit the common good.
- Communities change over time.
- Technological developments affect how people live.
- Individuals can affect communities.
- Some things change over time and some things remain the same.



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2014 NJ Student Learning Standards for Social Studies

6.1.3.B.8 6.1.3.C.1 6.1.3.C.2 6.1.3.C.3 6.1.3.C.4 6.1.3.C.5 6.1.3.C.9 6.1.3.C.10 6.1.3.C.12
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 write a journal as if they were Lewis or Clark from the Lewis and Clark explorers of the western United States.
 - RI.3.6. Distinguish their own point of view from that of the author of a text.

Technology:



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- websites: <https://www.successnetplus.com/>
- PowerPoint presentations
- SmartBoards
- video projects
- Discovery Education Videos

Language Arts Literacy:

- A-Z books
 - The Steam Engine (Level P)
 - Electric Cars: History and Future (Level W)
 - History of the Bicycle (Level M)
 - The Story of the Statue (Level O)
 - Sending Messages (Level L)
 - A Nation on Wheels (Level P)
- Magic Tree House (Pope Osborne) books and DVDs
- Magic School Bus (Cole) books & DVDs
- Macmillan-McGraw-Hill (2003) Reading text and Leveled Books
- Time for Kids Authentic Literature List (appendix)
- National Geographic for Kids Newspapers

Leveled Readers: (Specific?)

Thurgood Marshall

Justice Marshall: Fighter for Equality

Thurgood Marshall: The Struggle for Legal Equality

Jane Addams

Jane Addams: Helping Neighbors in Need



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Jane Addams: Social Reformer

Library Science:

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

Tier 2 Vocabulary: compare, examine, understand, investigate, identify

Tier 3 Vocabulary: deed, amendments, volunteer, convention, suffrage, civil rights, segregated, delegate, cause, union, motto, strike, boycott, canal, wagon, train, Transcontinental, toll, immigrants, frontier, homestead, gold rush, exclusion, communication, invention, patent, telegraph, Technology, equal rights, assembly line, vaccine, activist

Core Instructional Materials/Resources/Digital Tools:

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

Websites:

- http://www.stlouisfed.org/education_resources/assets/lesson_plans/TortillaFactory.pdf
- www.ellisland.com
- <http://www.state.nj.us/state/divisions/historical/> -September 11
- <http://www.state.nj.us/education/holocaust/911/k12curr.pdf> -Constitution Day
- <http://www.archives.gov/education/lessons/constitutionday/>
- <http://icivics.com>
- www.webquest.com
- www.enchantedlearning.com
- <http://mce.k12tn.net/> www.free.ed.gov
- www.nationalgeographic.com
- www.educationworld.com
- <http://njamistadcurriculum.com/>
- www.georgebushlibrary.smu.edu



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- www.pearsonsuccessnetplus.com

A-Z Books

- ***Introducing the Penny (Level "N")***

Primary sources:

- agricultural map of NJ and resources
- pictures of factories and manufacturing
- photos of Ellis Island

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.

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

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.



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	<p>CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computation</p>	<p>http://www.state.nj.us/education/techno/</p> <p>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.</p> <p>8.2.5.A.1 Compare and contrast how products made in nature differ from products that are 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.</p>



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Assessments and Performance Tasks:	<p>Locally developed assessments should be referenced here, example of assessments will need to be provided during a QSAC visit.</p> <p><u>Performance Tasks</u></p> <p><u>Citizenship</u> Create a storybook about citizenship: Ask students to brainstorm a list of ways they can be a good citizen and participate in their community. Call on students to share some or all of their lists. Begin a class discussion about how students can accomplish some of the things on their lists. Explain to students that they will now have the opportunity to create a story about what they learned in this chapter. Remind them of the myStory questions they answered at the end of each lessons. Students will use their own words and will be able to select the images they think are best. Explain that prompts will guide them through the writing of the story.</p> <p>Life Size Heros</p> <p>Students will demonstrate the following enduring understandings: Identify ways that citizens contribute to their community, state, and nation. Many American heroes in our country's history have taken risks and overcome obstacles for the rights and welfare of others.</p> <p>Students will provide the following evidence of understanding. Create a representation of an admirable person. Write about the character traits of an admirable person.</p> <p><u>A Growing Nation</u></p> <p>Create a storybook</p> <p>Ask students to remember the different inventions and ideas they learned about in this chapter. Tell them to think about how these inventions changed people's lives. Call on students to tell about the different tools that people use to communicate. Ask students how key people have come up with ideas to improve people's</p>



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A Timeline of Change

1. Review the *A Timeline of Change* Student Instructions and Rubric with students so they understand what they will be doing in this activity and what is expected of them. Review the *A Timeline of Change* Recording Sheet to familiarize students with the kind of information they will be writing. Distribute the Activity Cards and organize students into groups as indicated in the instructions. You may also display the Activity Cards and worksheets on the Whiteboard. Have students select important events, improvements, and people to add to a timeline. Sequence events on a timeline.

Activities:

- Observe Memorial Day
- Commemorate the sacrifices of those who fought and died for our country
- Observe Women's History Month
- Identify contributions of women to events in history and make a project/presentation
- Class store
- Research a natural resource and prepare a 5-slide ppt on it
- Schedule Class visit to local bank
- Visit local business
- Invent. Recycling Product
- Visit Memorial Park
- Compare different types of maps:physical, political
- Identify major cities in U.S.



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- 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

Assessments

- Observation
- Rubrics
- Projects
- Presentations

Differentiation/Accommodations/Modifications
(Alternate Modes of Instruction and Support)

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
Gifted and Talented Students will choose two laws and explain how	English Language Learners will write a letter to the President	Students with IEPs/504s will write a letter to the President explaining	At-Risk Learners will write a letter to the President explaining the



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<p>each helps people in the community.</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>explaining the importance of laws in their community.</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>Collaboration between ELL and general education teacher to maximize learning</p>	<p>the importance of laws in their community.</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 as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>importance of laws in their community.</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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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/>



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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/>