



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 3

Third Grade Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: May/June

Unit Name: Working in our Communities and Celebrating our Communities

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

Working in our Communities and Celebrating our Communities Learning Standards:

- To establish meaning.
- To make meaningful connections to personal experiences.
- To utilize prior knowledge to gain understanding.
- To distinguish between needs and wants and give examples of each.
- To recognize that not all wants can be satisfied.
- To distinguish between scarcity and abundance.
- To recognize that people make choices when there is scarcity.
- To understand that the opportunity cost of an item is what they give up when they choose one thing over another.
- To analyze why and how people make choices.
- To recognize that personal needs and wants are connected to the needs and wants of local and world communities.
- To distinguish between producers and consumers.
- To distinguish between goods and services and give examples of each.
- To recognize that producers and consumers work together to drive the economy.
- To distinguish between natural, human and capital resources.
- To understand that producers must have resources in order to produce goods.
- To describe how businesses can make a profit by using their resources wisely.



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 3

- To explain how people can be both producers and consumers and how this concept drives the whole economy.
- To analyze how consumers and producers exchange goods and services.
- To describe buyers' contributions to the economy.
- To recognize that people can change trade or barter to exchange goods and services.
- To understand that money facilitates trade because it has a fixed value.
- To understand that price can be influenced by both supply and demand.
- To explain how transportation and communication affect supply and demand.
- To understand that people trade for resources, goods, and services locally, within a country, and worldwide.
- To distinguish between spending and saving.
- To understand that countries use different currencies, or forms of money.
- To recognize that income not spent is called savings.
- To explain that people pay for goods and services in different ways.
- To describe how and why people use banks.
- To understand the reasons for and the process of taking out loans from banks.
- To analyze how and why people and communities use budgets.
- To recognize that the world of work offers many different kinds of jobs.
- To explain that projects require planning and an assessment of needs and resources.
- To understand that specialized jobs require a wide range of knowledge and skills and that people have various talents and strengths.
- To recognize how specialization and the division of labor are beneficial.
- To analyze how a division of labor helps a project get done.
- To give examples of specialized jobs.
- To recognize how countries depend on one another through an exchange of resources.
- To compare jobs of today with jobs of long ago.
- To identify the cultures that settled North America.
- To identify the regions of North America.
- To recognize that cultures change when families move and bring different customs and traditions with them.
- To explain how climate affects people's way of life.
- To understand that culture can be communicated through stories, art and music.



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 3

- To explain the cultural values and significance of characters portrayed through the arts.
- To compare and contrast the arts around the world.
- To identify and compare celebrations around the world.
- To identify specific people associated with holidays and cultural celebrations.
- To understand that celebrations represent cultural values.
- To describe how many different cultures have contributed to and shaped communities in the regions of the United States.
- To use a circle graph to identify the diverse ethnic population distribution in the United States.

Reading and Critical Thinking Learning Objectives:

- To read text and identify the main idea.
- To read text to identify details.
- To distinguish between main ideas and details in a text.
- To read a line graph.
- To understand that line graphs represent information in pictures.
- To use line graphs to show changes over time.
- To recognize how items are alike.
- To distinguish how items are different.
- To identify how key words that signal similarities and differences.
- To use diagrams to compare and contrast information.
- To follow steps to narrow topics, determine sources, and locate information.
- To distinguish between print sources, technology sources, and community sources.
- To identify that visuals convey information.
- To understand how research adds to understanding.
- To use research to aid in writing.

Duration: May and June

Essential Questions:



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 3

- How do people get what they need?
- How is culture shared?

Enduring Understandings:

- Understand that people have to make choices about needs and wants because all resources are limited.
- Recognize that people trade goods and services within communities, with other states, and with other countries.
- Explain how people are both producers and consumers of goods and services.
- Understand that people depend on each other as producers, consumers, savers, and borrowers.
- Culture is the way of life of a group of people: the food they eat, the language they speak, the clothing they wear, the stories they tell, the music and art they create, as well as the community they live in.
- Different cultural groups meet their needs in diverse ways.
- Cultural groups live together to create communities around the world.
- Celebrations are a reflection of cultural heritage and tradition.

2014 Student Learning Standards for Social Studies

6.1.3.A.13, 6.1.3.A.14, 6.1.3.A.15, 6.1.3.D.2, 6.1.3.D.3, 6.1.23D.13
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.



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 3

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 reflection about how the local government impacts their life.
 - RI.3.3. 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.

Technology:

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

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

Compare and Contrast: Compare and contrast the most important points and key details presented in two texts on the same topic.

- A-Z books
 - *Memorial Day* (Level N)
 - *Brad Needs a Budget* (Level M)
 - *Introducing the Penny* (Level N)



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 3

- *Celebrating Food & Family* (Level “N”)
- *Carlos’s Family Celebration* (Level “K”)
- *Can I Vote* (Level “M”)
- *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:

- *Wally Amos*
- *Wally Amos and His Famous Cookies*
- *Wally Amos: Building a Cookie Empire*
- *Hawaii’s Queen Liliuokalani*
- *Liliuokalani: Hawaii’s Last Queen*
- *Liliuokalani: Queen of the Hawaiian Islands*

Library Science:

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

Tier 2 Vocabulary: establish, utilize, explain, describe, compare, contrast, identify, recognize, understand, analyze, distinguish, determine

Tier 3 Vocabulary: needs, wants, scarcity, abundance, opportunity cost, value, goods, service, producer, consumer, human resource, capital resource, profit, trade, barter, supply, demand, free market, import, export, credit, credit card, savings, bank, interest, deposit,



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 3

loan, budget, specialization, division of labor, interdependence, cultural region, recreation, arts, anthem, oral history, folk tale, hero symbol, landmark, harvest, diversity, ancestor, pow wow

Core Instructional Materials/Resources/Digital Tools:

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

Websites:

- www.ellisland.com
- http://www.stlouisfed.org/education_resources/assets/lesson_plans/TortillaFactory.pdf
- <http://www.state.nj.us/state/divisions/historical/> -September 11
- [http://www.state.nj.us/education/holocaust/911/k12curr.p df](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
- www.pearsonsuccessnetplus.com
- SmartBoard



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 3

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.

Activities:

- Observe Flag Day: Commemorate the adoption of the U.S. flag by 2nd Continental Congress in 1777.
- Culture Fair
- Learn & Sing: "You're a Grand Old Flag"
- 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.



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 3

- 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-

Chapter 7-

Big Question

1. Ask students to brainstorm a list of ways that people can get the things they need.
2. Call on students to share some or all of their lists.
3. Begin a class discussion about ways that money and jobs help people to get what they need and want.

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.
3. Explain that prompts will guide them through the writing of the story

Working Steps-

Students will demonstrate the following enduring understandings:

- People do specialized work making goods and providing services that other people need or want.
- People are both producers and consumers of goods and services.

Students will provide the following evidence of understanding:

- Sequencing events in the production of goods.
- Identifying people as both producers and consumers.



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 3

Chapter 8-

Big Question

1. Ask students to think about cultural regions and what shapes a culture.
2. Ask students to remember the different ways culture can be shared.
3. Ask students to think about cultural diversity and how it is expressed.

myStory Book

1. 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 lesson.
2. Students will use their own words and will be able to select the images they think are best.
3. Explain that prompts will guide them through the writing of the story.

World Passport-

Students will demonstrate the following enduring understandings:

- Culture is your way of life.
- Cultural groups live together in communities around the world.

Students will provide the following evidence of understanding:

- Conducting research about chapter concepts.
- Creating examples of chapter concepts.



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 3

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 create a graphic organizer that examines what a person might “want” and “need” on a camping trip.</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 create a flowchart that provides the steps to obtaining a loan.</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 create a flowchart that provides the steps to obtaining a loan.</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 create a flowchart that provides the steps to obtaining a loan.</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>



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 3

	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/>

Holocaust, Genocide, Tolerance, and Acceptance

- Kindergarten-4th grade banded Curriculum through State of New Jersey Commission on Holocaust
- https://nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

GRADE: K-6 (Banded Curriculum)

<p>Unit Name: Amistad Education Duration: 1 week</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Slaves revolted against their superiors and eventually gained their freedom.
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why were slaves used in the Americas? • How were slaves brought to the Americas? • How were slaves on the <i>Amistad</i> slave ship able to gain their freedom?
<p>Topics Covered:</p> <ul style="list-style-type: none"> • Slavery



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 3

- Amistad
- Civil War
- Human rights
- Africa
- Middle Passage
- Triangular Trade

Assessments:

Formative:

- Newsela articles
- www.readworks.com
- www.izzit.org
- Upfront Magazine articles
- Grade appropriate articles regarding slavery

Summative:

- End of unit assessments
- Writer's workshop reflection
- Reader's workshop discussion

Alternative:

- Grade appropriate classroom discussions that focus on slavery and the *Amistad* slave revolt



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 3

Relevant Standards:

NJSLS--Social Studies

- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 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.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

CCSS (English/Language Arts and Social Studies/History Literacy Standards)

- CCSS.ELA-LITERACY.RH.9-10.1 through CCSS.ELA-LITERACY.RH.9-10.10

Interdisciplinary Activities and Connections:

- Social Studies and Art teachers can work together to find drawing/sketching/coloring activities that display bravery.

Core Instructional Materials/Resources/Digital Tools:

- My World Social Studies K-3 Series, Pearson
- Brain Pop
- Teacher Tube
- Youtube
- Supplemental reading materials that focus on slavery and the Amistad

Modifications to Support

Modifications to Support Our Learners



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 3

Gifted and Talented Students	Modifications to Support English Language Learners	(Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas.● Amplify learning by providing more challenging texts● Allow G & T students to complete author studies on specific writers during this time period● Create Google Slide presentation on pertinent topics from within the unit	<ul style="list-style-type: none">● Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas.● Allow for peer to peer collaboration within the classroom● Assign an English speaking mentor to help student with language difficulties● Have ELL teacher assist in appropriate modifications and	<ul style="list-style-type: none">● Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas.● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)● Text to speech● Students will be provided with graphic organizers● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting● Students will not be penalized for spelling and grammar errors● Teachers will meet with collaborative teacher to discuss individual modifications for each student



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 3

<ul style="list-style-type: none">● Allow G & T students to identify and define higher level terms within the unit of study	<p>accommodations for all assessments</p> <ul style="list-style-type: none">● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in their native language	
---	---	--