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# Cliffside Park Public Schools

GRADE: 3

## Third Grade Curriculum

Cliffside Park Elementary Schools

August 2018

**Duration: September/October/November**

**Unit Name:** Our Communities and Environments

**Resource:** Pearson Our World Social Studies--We are Connected 2013: Chapter 1 and Chapter 2

Learning Objectives:

Communities and Environments

- Establish meaning.
- Make meaningful connections to personal experiences.
- Utilize prior knowledge to gain understanding.
- Recognize what a generalization is.
- Understand how to generalize based on facts.
- Distinguish between the characteristics of rural, suburb and and urban communities.
- Understand how the characteristics of rural and suburban, and urban communities influence settlement patterns and daily life in these communities.
- Recognize that each type of community has unique characteristics compared to the other types of communities.
- Explain why people who live in each type of community need to interact with each other.
- Describe state and community specific regions and physical feature of significance.
- Recognize that weather and climate vary from place to place.



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- Identify and describe the weather and climate affect how and where people, plants and animals live.
- Understand the concept of an ecosystem and compare and contrast different ecosystems.
- Recognize that regions can be characterized by availability and use of resources.
- Understand that people use resources in different ways and explain how humans' use of resources affects people, plants, animals and the environment.
- Understand that the environment influences how and where people live.
- Describe ways people depend on, interact with, modify, and adapt to their physical environment to meet their basic needs.
- Identify human action that affect the environment in positive and negative ways.
- Explain how and why people protect the environment

### Mapping Skills:

- Recognize that different types of maps serve different purposes and have distinctive characteristics.
- Use parts of maps to locate and describe places and features.
- Use a grid to locate places and features.
- Use a map scale to measure the distance between two places.
- Understand the concepts of latitude and longitude.
- Find the latitude and longitude of places on a map.
- Use knowledge of latitude and longitude to find the absolute locations of places on a map.
- Identify and describe physical features such as landforms and bodies of water.
- Locate physical features on a map or globe.
- Understand that regions have similar physical and cultural characteristics.
- Identify and compare characteristics of different regions.
- Locate different regions on a map or globe.
- Understand that maps show different types of information.
- Know how to read and interpret an elevation map.



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- Recognize that different regions have different elevations.
- Identify different areas of elevation in the United States.

**Duration:** September, October, November

### **Enduring Understandings:**

- People establish different types of communities to meet their basic needs.
- A community or region has unifying characteristics.
- There are different types of communities but they all share some characteristics.
- Maps and globes can be used to locate places, physical features such as landforms and bodies of water, and features made by humans.
- The environment (including weather, climate, and natural resources) varies from one place to another and influences how and where people, plants, and animals live.

### **New Jersey Student Learning Standards for Social Studies**

6.1.3.A.1, 6.1.3.A.2, 6.1.3.A.3, 6.1.3.A.4, 6.1.3.A.6, 6.1.3.A.7, 6.1.3.A.8, 6.1.3.A.9, 6.1.3.D.1, 6.1.3.D.2, 6.1.3.D.3, 6.1.3.D.4, 6.1.3.D.5, 6.1.3.D.10, 6.1.3.D.12, 6.1.3.D.17, 6.3.3.A.1, 6.3.3.A.2, 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



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### Interdisciplinary Connections

- Students will create a Venn Diagram that examines how natural resources are used differently throughout the world
  - NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

### **Technology:**

- websites: <https://www.successnetplus.com/>
- PowerPoint presentations
- SmartBoards
- video projects
- 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.
- Discovery Education Videos
- Use technology to produce and publish writing, using keyboarding skills, as well as to interact and collaborate with others.

### Language Arts Literacy:

**Generalize: Use information gained from illustration and words in a text to demonstrate understanding of the text.**

**Cause and Effect: Describe the logical connection between particular sentences and paragraphs in a text.**

- A-Z books
  - *September 11: Always Remember* (Level "R")
  - *Desert People* (Level P)
  - *I Live in the City* (Level H)
  - *Living Together* (Level H)
  - *Oil: A Messy Resource* (Level L)



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- *The First Thanksgiving* (shared reading)
- Magic Tree House (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: (Specific?)

**Brad Washburn**

***Brad Washburn: Mountain Climber***

***Brad Washburn: Exploring Alaska's Mountains***

**Rachel Carson**

***Rachel Carson: Friend of Land and Sea***

***Rachel Carson: Protecting the Natural World***

### Library Science:

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

### Art:

- Create a picture of a specific community. Examples include rural, suburban, or urban.

### Math

Use a ruler to calculate the distance on a map between NYC and Washington, D.C. Calculate how many miles the actual distance would be.

### Science

Create an ecosystem diorama.

**Tier 2 Vocabulary:** identify, compare, understand, distinguish, clarify

**Tier 3 Vocabulary:** community, location, natural resources, region, mineral, culture, diverse, cardinal directions, intermediate direction, symbol, relative location, absolute location, hemispheres, rural, urban, suburban, continents, landform, mine, adobe, weather, climate,



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elevation, vegetation, ecosystem, renewable, nonrenewable, conserve, recycle, erosion, agricultural region, industrial region, adapt, modify, irrigate

### **Core Instructional Materials/Resources/Digital Tools:**

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

### **Websites:**

- <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](http://www.webquest.com)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- <http://mce.k12tn.net/> [www.free.ed.gov](http://www.free.ed.gov)
- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- [www.educationworld.com](http://www.educationworld.com)
- <http://njamistadcurriculum.com/>
- [www.georgebushlibrary.smu.edu](http://www.georgebushlibrary.smu.edu)
- [www.pearsonsuccessnetplus.com](http://www.pearsonsuccessnetplus.com)
- SmartBoard

### **Primary sources:**

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





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- 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.

#### Performance assessments:

##### Our Communities:

##### **What Doesn't Belong**

Students use worktexts to write and illustrate an eight-page booklet demonstrating their understanding of the key objectives, vocabulary, and Big Question for Communities. Draw a rural, suburban, or urban community on drawing paper. Choose and write Rural, Suburban, or Urban for the title of your scene. Be sure to leave space to add details. Add at least three details to your scene that are not usually found in the location you chose. The details you choose should look out of place. For example, a chicken is usually found in a rural area, not in an urban area. On a separate piece of paper, make a list of the out-of-place details you added to your scene. Then explain why each is out of place. Trade pictures with a partner and list all of the out-of-place details you find in your partner's drawing. Check to see if you both found all of the details. Complete the That Doesn't Belong! Activity Support worksheet and write similarities and differences.

##### **Create a Storybook**

Ask students to think back to the things they learned about communities. Tell them to think about what communities are like, how they are found, and the kinds of people that live and work in them. Call on





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students to share what they remember. Ask them what they think makes a community a good place to live in. 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 Ideas questions they answered at the end of each lesson. 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.

### **Our Environment**

#### **Create a Storybook**

Ask students to remember all the different kinds of regions, climates, landforms, and resources they learned about in this chapter. Tell them to think about how people interact with these different aspects of the environment. Ask students how we use the planet to provide what we need to survive. Ask students what they can do to help make sure everybody has enough resources to live. 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. 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.

#### **Drawography**

Students will demonstrate the following enduring understandings: Maps and globes can be used to locate places, physical features such as landforms and bodies of water, and features made by humans. Humans adapt to and change the environment. The environment (including weather, climate, and natural resources) varies from place to place and influences where people, plants, and animals live. Students will provide the following evidence of understanding- Drawing examples of chapter concepts. Writing sentences about chapter concepts.

#### **Activities:**

- Observe Constitution Day and identify as a document granting rights to Americans
- Observe September 11



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- Observe Fire Prevention Week: be able to identify fire safety regulations in the community
- Observe Columbus Day: explain how voyage led to creation of United States (How?)
- Observe Election Day: identify voting as a decision-making process
- Observe Veterans' Day: understand the contributions of veterans and historical events to our democratic nation
- Observe Thanksgiving: Reasons for pilgrims' voyage /Mayflower Compact as first governing document
- 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 historical 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)*



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Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Gifted and Talented students will complete a “My Community” chart that examines the differences between the land and water resources as well as ‘work’ and ‘activities.’</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 examine two ways that communities can grow and change over time by finding pictures on the internet.</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>Students with IEPs/504s will examine two ways that communities can grow and change over time by finding pictures on the internet.</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>At-Risk Learners will examine two ways that communities can grow and change over time by finding pictures on the internet.</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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		Differentiation through content, process, product, environment	
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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/>

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/>