

Englewood on the Palisades Charter School
Third Grade Social Studies Curriculum
Aligned With the 2020 New Jersey Student Learning
Standards

The Vision for Social Studies Education in New Jersey

Introduction

Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people
- around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008). Each disciplinary practice below is accompanied by sample performance expectations that illustrate each of the practices.

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

- 6.1.2.HistorySE.3: Use historical data from a variety of sources to *investigate the development of a local community* (e.g., origins of its name, originating members, important historical events and places).
- 6.1.5.GeoPP.5: Describe *how the migration and settlement patterns of Native American groups impacted different regions* of the Western Hemisphere.

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

- 6.1.2.HistoryCC.1: *Use multiple sources* to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.5.GeoGI.1: *Use multiple sources* to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

Seeking Diverse Perspectives

Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

- 6.1.2.HistoryUP.1: Use primary sources *representing multiple perspectives* to compare and make inferences about why there are different accounts of the same event.
- 6.1.5.HistorySE.1: Examine *multiple accounts* of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Developing Claims and Using Evidence

Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based

on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

- 6.1.2.CivicsPR.2: *Cite evidence* that explains why rules and laws in school and communities are needed.
- 6.1.5.GeoHE.2: *Cite examples* of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

Presenting Arguments and Explanations

Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

- 6.1.2.HistoryCA.1: *Make an evidence-based argument* about how and why communities change over time (e.g., locally, nationally, globally).
- 6.1.5.HistoryCA.1: *Craft an argument*, supported with historical evidence, for how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

Engaging in Civil Discourse and Critiquing Conclusions

Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

- 6.1.2.CivicsPD.1: *Engage in discussions* effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.3.5.GeoGI.1: Use technology to *collaborate with others who have different perspectives* to examine global issues, including climate change and propose possible solutions.

Taking Informed Action

After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

- 6.3.2.CivicsPD.1: With adult guidance and support, *bring awareness of a local issue to school and/or community members* and make recommendations for change.

- 6.3.5.CivicsPD.3: *Propose a solution* to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

In addition to the NJ Student Learning Standards, the following shall be integrated into K–12 Social Studies curricula:

- Interdisciplinary connections (N.J.A.C. 6A:8-1.1)
- 21st century themes and skills (N.J.A.C. 6A:8-1.1)*
- Holocaust and genocides (N.J.S.A. 18A:35-28)*
- History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)*
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)
- Asian American, Pacific Islander history and contributions (N.J.S.A. 18A:35-4.44)

Elementary Social Studies Requirements

- Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3)

Middle School Requirements

- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)
- Two quarters or equivalent Civics course (N.J.S.A. 18A:35-41)
- Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)

High School Requirements

- At least 15 credits in social studies (N.J.A.C. 6A:8-5.1)
- Integration of civics, economics, geography and global content in all course offerings* (N.J.A.C. 6A:8-5.1)
- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)
- Two years of US History in high schools including history of New Jersey and of African-Americans (N.J.S.A. 18A:35-1)
- Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)

*Already integrated into existing New Jersey Student Learning Standards

Social Studies Curriculum Third Grade

Unit	Time
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Unit 1: We the People: Understanding Civics, Government, and Human Rights	25-30 Lessons (Sept-Nov)
Unit 2: Cultural Connections: Understanding History, Heritage, and Perspectives	25-30 Lessons (Dec-Feb)
Unit 3: The World Around Us: Geography, Communities, and the Environment	25-30 Lessons (Mar-April)
Unit 4: Building the Future: Economics, Innovation, and Technology	25-30 Lessons (May-June)

Unit 1: We the People: Understanding Civics, Government, and Human Rights
Duration: 25 - 30 days (September - November)
Unit Overview: In this 3rd-grade social studies unit, students will explore the foundational principles of civics, government, and human rights in the United States. They will learn about the roles and responsibilities of citizens, how government functions at local, state, and national levels, and the significance of democratic ideals. Students will also examine the importance of human rights and the ways in which citizens can engage in advocacy to protect and promote these rights. Through hands-on activities, critical discussions, and collaborative projects, students will understand how laws and government systems work to create a just society. By the end of the unit, students will not only grasp the basics of democracy but also understand their role as active participants in shaping the future. This unit fosters understanding of civics, government, and human rights by combining engaging activities with essential lessons on democracy, citizenship, and advocacy. Through collaborative learning, students will develop skills that help them understand the world around them and become informed, active citizens.
Enduring Understandings: • Citizens play a crucial role in a representative democracy through voting, petitioning, and other civic duties. • Government laws and rules are designed to protect individual rights, maintain order, and promote the common good. • Basic human rights are integral to the functioning of a democratic society and are protected by the Constitution. • Understanding the separation of powers within the government helps citizens better engage with political processes.
Essential Questions: • How do citizens, civic ideals, and government institutions work together to balance individual needs and the common good? • How can individuals participate in government to bring about change? • What are fundamental human rights, and how are they protected in the United States? • How does the structure of the U.S. government ensure that no branch becomes too powerful?
Student Learning Outcomes: By the end of the unit, students will be able to: • Understand the responsibilities and rights of citizens in a democracy. • Learn how the U.S. government functions at the national, state, and local levels.

- Explore the three branches of government and their roles in balancing power.
- Examine key historical documents that shaped the U.S. government.
- Recognize fundamental human rights and their role in maintaining democracy.
- Develop an action plan to engage with and promote social issues (e.g., climate change, equality).

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.5.CivicsPI.2:** Investigate ways individuals participate in government (e.g., voters, jurors, taxpayers).
- **6.1.5.CivicsPI.3:** Explain the role of representatives and the relationship between citizens and government.
- **6.1.5.CivicsHR.1:** Describe how fundamental rights guarantee freedoms that contribute to democracy (e.g., freedom of expression, freedom of religion).
- **6.1.5.HistoryCC.15:** Analyze historical documents such as the Declaration of Independence and the U.S. Constitution to understand government and citizenship.
- **6.1.5.CivicsHR.2:** Research civil rights leaders and their impact on social change.

Interdisciplinary Standards

English Language Arts:

- **RL.CR.4.1.** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.4.2.** Summarize a literary text and interpret the author's theme citing key details from the text.
- **RI.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **RI.TS.4.4.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.PP.4.5.** Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
- **RL.MF.4.6.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **RL.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
- **RI.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
- **W.AW.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- **A.** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
- **B.** Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **C.** Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- **SL.PI.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

21st Century Themes and Skills

Computer and Design Thinking

- **8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data.
- **8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim. Many factors influence the accuracy of inferences and predictions.
- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness

- **9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Life Literacies and Key Skills

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- **9.4.5.CT.2:** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- **9.4.5.IML.1:** Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

Targets	Focus Lessons	Resources
Understand the roles and responsibilities of citizens and the government's responsibility to them. I can define government.	Class brainstorm: "What would the world be like without rules or leaders?" Read-aloud: " <i>Making Friends Is an Art!</i> " – connect to how rules help	Chart paper, magazines, glue, scissors Book: <i>Making Friends Is an Art!</i> by Julia Cook

I can explain the purpose of government in society. I can describe what it means to be a good citizen. I can list responsibilities of citizens in a community. I can show what I learned about government, rights, and being a good citizen. I can explain how citizens make a difference in their communities.	communities. Government collage: Students cut and paste or draw services the government provides (e.g., schools, parks, police). Anchor chart creation: “What does the government do for us?” Read-aloud and discussion: “<i>One World: Teaching Tolerance and Participation</i>” Classroom “Citizenship Contract” creation and signing. Skit: Role-play scenarios demonstrating good citizenship (e.g., voting, helping others, following rules). Group poster presentations on assigned topics (e.g., local leaders, laws, rights). Create public service announcements (PSAs) on good citizenship or human rights using Flipgrid or posters. Invite families or other classes for a “Civics Showcase” walk-through gallery.	Book: <i>One World: Teaching Tolerance and Participation</i> by Sergei Cartasev Citizenship contract printable Role-play cards Poster materials or Flipgrid accounts Presentation checklists and rubrics Invitation template
Gain insight on the various branches of the US and state government. I can identify the three levels of government. I can describe how each level helps the community. I can name the three branches of government.	“Build-a-Government” game: Students sort responsibilities into local, state, or national piles. Watch a BrainPOP Jr. video on government. Create a three-tier foldable showing examples of services at each level.	Printable government roles cards Foldable template BrainPOP Jr. subscription or similar video Printable sorting cards Video links or apps

I can describe the role of each branch.	Watch short cartoon or video about the branches (e.g., from PBS Kids or Scholastic). “Government Sorting Game” – match actions to the correct branch. Create a classroom chart showing the three branches and their jobs.	Poster paper and markers
Explain democracy and the electoral process. I can explain why voting is important. I can describe how decisions are made in a democracy. I can explain how people vote for the President in the United States. I can describe what the Electoral College is and how it helps decide the winner. I can understand that each state has a certain number of votes in the Electoral College.	Mock election: Students vote on a class reward or activity. Ballot design and voting booth setup. Write persuasive speeches to support different choices (e.g., “Why we should have extra recess”). Classroom Choice Showdown 1. Present two silly presidential candidates (e.g., “President Pizza” vs. “President Ice Cream”). 2. Break the class into “states” (small groups of 3–5 students). Each group gets a different number of “electoral votes” based on state size (e.g., large state = 5 votes, small state = 3). 3. Let each group vote within themselves for a candidate, then cast their group’s electoral votes. Read a simplified informational text or watch a short video explaining how the Electoral College works. Read: <i>If I Ran for President</i> by Catherine Stier (discusses campaigning and election process). State Vote Count: 1. Show a U.S. map with the number of electoral votes per state. 2. Highlight big states like California and small ones like Vermont. Discuss	Ballot box, ballots, voting booths (made from folders or cardboard) Persuasive writing templates <i>If I Ran for President</i> by Catherine Stier (discusses campaigning and election process). Suggested video: PBS Kids “Electoral College Explained” clips U.S. map with electoral votes per state (kid-friendly version) Voting ballots and state cards Chart paper for electoral vote tally Book: <i>If I Ran for President</i> by Catherine Stier Video: [PBS Kids “How Do We Pick the President?” or Scholastic’s Election Explained series] Craft supplies (crayons, scissors, state templates)

	how population affects electoral votes. 3. Color-code or match states to vote counts. Connection to Math: Practice adding up electoral votes or creating a bar graph of state	
Understand basic human rights and their origin. I can define human rights. I can explain how people can speak up for themselves and others.	Read-aloud: <i>Every Family is the Same, Every Family is Different</i> Human Rights Tree: Students write one right on each leaf and decorate a class tree. Discuss children's rights globally using simplified articles from the UN's Convention on the Rights of the Child.	Book: <i>Every Family is the Same, Every Family is Different</i> by Poppy Archer Paper leaves, tree trunk template Simplified children's rights handout

Assessments

Formative Assessment

- Observation during activities and group discussions.
- Participation in classroom rule-making and voting exercises.
- Exit slips to check understanding.
- Informal questioning during class discussions

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.
- Cumulative unit test on the structure of government, human rights, and civic engagement
- Evaluation of the advocacy project (scoring rubric)

Alternate Assessment

- Activities such as written assignments and participation in group discussions will accommodate various learners' needs.
- Climate change project with scoring rubric
- Group projects and presentations on government functions and human rights

Modifications/Accommodations

Support/Accommodations for Students with IEPs ● Follow all IEP modifications ● Work in a small group ● Solidify and refine concepts through repetition ● Allow answers to be given orally or dictated ● Use multi-sensory teaching approaches ● Utilize assistive technology and materials ● Use large print books, Braille, or books on CD (digital text) ● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability	Support/Accommodations for Students with 504 Plans ● Follow all the 504 plan modifications ● Text to speech/audio recorded selections ● Amplification system as needed ● Leveled texts according to ability ● Fine motor skill stations embedded in rotation as needed ● Modified or constrained spelling word lists ● Provide anchor charts with high frequency words and phonemic patterns ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts

Unit 2: Cultural Connections: Understanding History, Heritage, and Perspectives

Duration:

25 - 30 days (December - February)

Unit Overview:

In this unit, students will explore how historical events, cultural interactions, and varying perspectives have shaped the world we live in today. By investigating key events, significant historical figures, and the impact of different cultures on America, students will develop a deeper understanding of American heritage, global cultures, and the importance of perspective in interpreting the past. Students will use primary and secondary sources to analyze history and draw conclusions that influence current beliefs, values, and public decisions. Throughout the unit, learners will consider how different cultures contribute to the fabric of our shared history and the lessons we can learn from these varied perspectives.

Enduring Understandings:

- Historical events and cultural interactions have shaped the present and continue to influence our world.
- Perspectives on historical events can differ based on individuals' cultural backgrounds and experiences.
- Analyzing various sources (primary and secondary) helps deepen our understanding of the past and its impact on the present.

Essential Questions:

- How do our interpretations of past events inform our understanding of cause and effect, continuity and change, and influence our decisions today?
- How can studying different perspectives, belief systems, and cultures help us understand and evaluate public actions and decisions in an interconnected world?
- Why is it important to understand different cultures and perspectives to make informed decisions as global citizens?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Gain an understanding of the early settlers and their impact on America's development.
- Understand American culture, heritage, and values through the study of historical events.
- Develop an appreciation of global cultures and values by exploring the histories of different regions of the world.
- Learn to analyze multiple sources to gain a more accurate and nuanced view of historical events and perspectives.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.5.CivicsPI.2:** Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
- **6.1.5.CivicsPI.3:** Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- **6.1.5.CivicsPI.4:** Describe the services our government provides the people in the community, state and across the United States.
- **6.1.5.CivicsPI.5:** Explain how government functions at the local, county, and state level.

- **6.1.5.CivicsPI.6:** Distinguish the roles and responsibilities of the three branches of the national government.
- **6.1.5.CivicsPI.7:** Explain how national and state governments share power in the federal system of government.
- **6.1.5.CivicsPI.8:** Describe how the United States Constitution defines and limits the power of government.
- **6.3.5.CivicsPD.1:** Develop an action plan that addresses issues related to climate change and share with school and/or community members.
- **6.3.5.CivicsPD.2:** Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- **6.1.5.CivicsHR.1:** Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- **6.1.5.CivicsHR.2:** Research and cite evidence on how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
- **6.1.5.HistoryCC.15:** Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

Interdisciplinary Standards

English Language Arts:

- **RI.3.1:** 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.
- **RI.3.3:** Describe the relationship between a series of historical events, scientific ideas, or concepts using language that pertains to time, sequence, and cause/effect.
- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

21st Century Themes and Skills

Life Literacies and Key Skills:

- **8.1 Computer and Design Thinking**
- **8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data.
- **8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim. Many factors influence the accuracy of inferences and predictions.
- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- **9.2 Career Readiness:**
- **9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- **9.4 Life Literacies and Key Skills**
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- **9.4.5.CT.2:** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- **9.4.5.IML.1:** Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

Targets	Focus Lessons	Resources
I can identify early settlers and explain how they influenced America.	Create a timeline of early American settlements. Read stories or excerpts about Jamestown or Plymouth. Act out scenes from early settler life.	Book: <i>If You Lived in Colonial Times</i> by Ann McGovern Printable timeline template Colonial costume props or hats
I can describe how different cultures have shaped American traditions.	Cultural Day: Students bring in food, items, or stories from their heritage. Create a classroom collage or cultural scrapbook.	Map of world and U.S. Access to multicultural picture books Family interview handouts
I can recognize how historical figures influenced change in America.	Research and present on key figures (e.g., Rosa Parks, Abraham Lincoln, César Chávez). Create “Who Am I?” guess-the-figure games.	Biographies for kids Research worksheet Poster supplies (markers, paper)
I can explain how different people may see history differently.	Perspective Journals: Write about the same event from two points of view (e.g., settler and Native American). Primary source photo analysis.	Primary source images (e.g., Library of Congress) Graphic organizer for comparing perspectives
I can analyze and compare primary and secondary sources.	History Detectives: Sort artifacts or documents into “Primary” or “Secondary.”	Sample primary/secondary sources Sorting cards

	Source hunt in textbooks and online materials.	Laptops/tablets for source searches
I can connect the past to present decisions and beliefs.	Cause and Effect Chains: Trace how past events (e.g., civil rights movement) impact today. Mock town hall on a historical decision.	Graphic organizer for cause/effect Historical news clippings Debate cards or roles
I can appreciate global cultures by exploring traditions, history, and values of other regions.	Global Cultures Gallery Walk: Each group creates a mini-presentation on a country's history and contributions. Explore music, stories, and art from various cultures.	World culture book sets Presentation boards or digital slides Music and artifact samples
I can explain how learning from multiple perspectives helps me become a better citizen.	Class Constitution Activity: Use diverse voices to write a class agreement based on fairness and inclusion. Reflect on decision-making from multiple views.	Chart paper & markers Writing journals Character education mini-lessons
Accept Diversity in Ourselves and Others Learn how people work collaboratively through mutual understanding and respect.	Holocaust Lesson	Holocaust Lesson Plan

Assessments

Formative Assessment

- Observation of participation in class discussions and activities.
- Exit slips after lessons to check understanding of cultural symbols and history.
- Activity participation, including collaborative group work and projects.
- Monitoring progress and providing feedback on student research and presentation work.

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.

- Evaluate understanding of key historical events, figures, and cultural impacts.
- Students will complete a cultural exploration project, where they research a culture or historical event and present their findings. The project will be assessed using a rubric based on research, creativity, and clarity of presentation.
 - **Global Cultural Fair:** Students will create displays or presentations about a culture or historical event they researched, showcasing the contributions that culture made to American history. Students will present their findings to their peers and engage in a reflection activity on the importance of understanding global cultures and perspectives.

Alternate Assessment

- Written or visual representation of a national holiday or symbol.
- Project-based assessments, where students can choose their preferred method of presentation (drawing, writing, or oral presentation).

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals /
- Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts
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Unit 3: Communities Around Us: Geography, People, and the Environment

Duration:

25 - 30 days (March-April)

Unit Overview:

This 3rd grade social studies unit focuses on the relationship between geography, human activities, and the environment, exploring how regions develop and change over time. Students will investigate how physical characteristics such as landforms, climate, and resources affect the development of communities. Through the lens of geography, they will examine how people live, work, and interact with their environment and how these factors influence the culture, economy, and history of different regions.

The unit will guide students to think critically about how communities adapt to their surroundings and the importance of preserving natural resources. Through a mix of hands-on activities, research projects, and digital exploration, students will develop an understanding of the interconnectedness of the world, local history, and global citizenship.

This unit will not only help students gain a deeper understanding of geography and its impact on communities but also encourage them to think critically about their role in protecting the environment and contributing to a global society.

Enduring Understandings:

- Geography, resources, and human activities play a key role in shaping the development of communities and regions.
- Maps and other geographic tools help us understand the relationships between places and their characteristics.
- The environment is impacted by human activities, and it is essential to consider sustainability when making decisions.
- Global issues require collaboration among individuals, communities, and nations.

Essential Questions:

- How does physical geography and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How are communities shaped and changed by history?
- What impact do people have on the environment, and how can we make a positive difference?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Understand how geography, history, and resources impact communities and cultures.
- Identify factors that can change a community over time.
- Read and interpret maps to understand the geography and topography of different regions.
- Explore the impact of human activities on the environment and discuss ways to preserve natural resources.
- Develop research and presentation skills by investigating local cultures and environments.

New Jersey Student Learning Standards (NJSLs)**Social Studies**

- **6.1.5.GeoPP.1:** Compare and contrast the characteristics of regions based on culture, economy, and physical geography.
- **6.1.5.GeoHE.1:** Use geographic tools to describe the impact of human activity on the environment.
- **6.3.5.GeoHE.1:** Plan and participate in a project to inform others about the impact of climate change at the local or state level.

Interdisciplinary Standards**English Language Arts:**

- **RI.3.1-3.7:** Develop reading comprehension skills through text analysis and the use of maps and visual aids.
- **W.3.1, W.3.2, W.3.7:** Engage in writing activities to explain and share understanding about communities, geography, and culture.
- **SL.3.1:** Participate in group discussions and present ideas clearly on topics related to geography and communities.
- **RI.3.1.** 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.
- **RI.3.2.** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **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.
- **RI.3.7.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.7.** Conduct short research projects that build knowledge about a topic.
- **W.3.8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

- **SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

21st Century Themes and Skills

Career Readiness:

- **9.4 Life Literacies and Key Skills**
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- **9.4.5.CT.2:** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- **9.4.5.IML.1:** Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

Targets	Focus Lessons	Resources
I can describe how landforms and climate affect where and how people live.	Students examine different landforms and climate zones using a map, then create a brochure describing how people live in each region.	Physical maps, brochures or digital slide templates, climate zone diagrams
I can explain how natural resources influence the economy and development of communities.	Students complete a sorting activity matching natural resources with the products and jobs they help create in specific communities.	Resource cards, community case studies, images of industries and products
I can analyze how communities adapt to and modify their environment.	Students compare historical and modern photos of a community to identify changes and adaptations over time.	Historical photo sets, comparison worksheet, books on community development
I can read and interpret maps using keys, symbols, and cardinal directions.	Students participate in a scavenger hunt activity where they use a map to follow clues and locate items around the classroom or school grounds.	Map templates, compasses, scavenger hunt clue cards

I can explain how human activities can positively or negatively affect the environment.	Students conduct a “What If” scenario discussion and write about solutions for reducing pollution or conserving resources in their community.	Articles or videos on human impact, writing journals, sustainability checklists
I can identify ways communities and individuals can protect natural resources.	Students design posters or digital campaigns promoting conservation strategies for water, energy, or wildlife protection.	Poster supplies or design software, conservation videos, local environmental campaign examples
I can investigate how communities are connected globally through trade, migration, and communication.	Students research a product's journey from its origin to their home and present it in a visual flowchart.	Laptops or tablets for research, flowchart templates, sample product labels or packaging
I can use research and presentation skills to share information about a region or local environment.	Students work in pairs or small groups to research a specific region and present findings about its geography, resources, and culture.	Regional fact sheets, multimedia presentation tools (e.g., Google Slides), rubrics for presentations

Assessments

Formative Assessment

- Observation during activities and group discussions.
- Participation in classroom rule-making and voting exercises.
- Exit slips or quick quizzes on key concepts (geography, community change, etc.) to check understanding.
- Class discussions and participation
- Informal questioning during lessons (e.g., "What resources are important in your community?")
- Research work and project drafts

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.
- End-of-topic assessments from *HMH Communities and More*
- Final project: Presentation of "Perfect Community"
- Research project presentation on local cultures and environmental issues

Alternate Assessment

- Provide alternative methods for demonstrating understanding (e.g., oral reports or visual projects for students who struggle with written tasks).
- Activities such as written assignments and participation in group discussions will accommodate various learners' needs.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers
- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

Unit 4: Building the Future: Economics, Innovation, and Technology

Duration:

25 - 30 days (May-June)

Unit Overview:

In this engaging 3rd-grade Social Studies unit, students will embark on an exploration of how economics, innovation, and technology intertwine to shape societies. They'll learn how economic decision-making influences the allocation of resources and the development of industries, focusing on the important roles of human and physical capital, natural resources, and technological advancements. Students will explore how these elements have fostered specialization in trade, sparked innovations, and led to the creation of entrepreneurial opportunities. They'll analyze how choices regarding supply and demand affect products and services, and explore the impacts of these choices on society and the global economy.

The unit also emphasizes how scientific and technological innovations have transformed economies, businesses, and governments over time. Students will explore the essential qualities of entrepreneurs and learn how the relationship between producers, consumers, and the government shapes economic systems. By the end of the unit, students will have a solid understanding of how innovation drives change, the importance of sound economic decisions, and how to apply their knowledge in real-world situations.

This unit allows students to apply concepts of economics, innovation, and technology in real-world contexts, encouraging them to become informed, active participants in their local and global communities.

Enduring Understandings:

- Economic decision-making involves setting goals and identifying resources to achieve those goals.
- The availability of human capital, physical capital, and natural resources has contributed to specialization in trade and production.
- Technological progress and innovation have a significant impact on the economy, businesses, and governments.
- Understanding how supply and demand influence prices and output is essential to economic decision-making.
- Societies trade and interact globally, with resources, goods, and services playing a key role.

Essential Questions:

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Students will understand the impact of technology and innovation on the economy.
- Students will use knowledge of business and entrepreneurship to create and market a product.
- Students will explore how entrepreneurs make decisions that drive innovation and create change.
- Students will investigate supply and demand dynamics and the consequences of economic choices.
- Students will analyze how innovations in technology have transformed businesses, governments, and economies.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.5.EconEM.1:** Explain why individuals and businesses specialize and trade.
- **6.1.5.EconEM.3:** Describe how supply and demand influence price and output of products.
- **6.1.5.EconEM.5:** Explain why individuals and societies trade, how trade functions, and the role of trade.
- **6.1.5.EconNE.1:** Explain the ways in which the government pays for the goods and services it provides.
- **6.1.5.EconNE.4:** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **6.1.5.EconNE.6:** Examine the qualities of entrepreneurs in a capitalistic society.
- **6.1.5.EconNE.7:** Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- **6.1.5.EconGE.2:** 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.

Interdisciplinary Standards

English Language Arts:

- **RI.3.1.** 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.
- **RI.3.2.** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **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.
- **RI.3.7.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.7.** Conduct short research projects that build knowledge about a topic.
- **W.3.8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

21st Century Themes and Skills

Financial Literacy

- **9.1.5.FP.1:** Illustrate the impact of financial traits on financial decisions.
- **9.1.5.FP.2:** Identify the elements of being a good steward of money.
- **9.1.5.FP.3:** Analyze how spending choices and decision-making can result in positive or negative consequences.
- **9.1.5.FP.4:** Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- **9.1.5.PB.1:** Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.

9.4 Life Literacies and Key Skills

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- **9.4.5.CT.2:** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- **9.4.5.IML.1:** Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

Targets	Focus Lessons	Resources
I can explain how people make choices because resources are limited.	Students role-play as shopkeepers deciding how to use a limited budget to stock items for their store.	Budget templates, sample product cards, calculators, classroom currency
I can identify human capital, physical capital, and natural resources in a business or community.	Students sort images or objects into categories of human, physical, and natural resources, then create a chart.	Resource sorting cards or visuals, Venn diagram or chart paper
I can describe how supply and demand affect prices and product availability.	Students play a trading game where they simulate supply and demand shifts and track changes in price and quantity.	Trading cards, pricing chart, game script, whiteboards or clipboards for tracking
I can explain how innovation and technology have changed the way people live and work.	Students research and present a mini-poster about an invention that changed daily life or the economy.	Access to research materials (books, internet), poster supplies or digital tools
I can describe the role of entrepreneurs in solving problems and creating businesses.	Students brainstorm problems in the school or community, then design a product or service to solve one of the problems.	Entrepreneur profile cards, brainstorming worksheets, invention planning sheets
I can explain how products move from producers to consumers.	Students follow the path of a product from raw material to store shelf and	Product flow chart examples, comic strip templates, videos showing supply chains

	draw a comic strip to illustrate the process.	
I can analyze how trade connects people and economies globally.	Students map the journey of everyday items from different countries and explore how those items arrive in local stores.	World map, string or stickers for mapping product origins, item tags or labels from common products
I can demonstrate how to make sound economic decisions through planning and budgeting.	Students plan and budget for a class “market day,” deciding on costs, pricing, and marketing for their goods or services.	Budget templates, pricing calculators, classroom “currency,” planning checklists
I can use knowledge of economics and entrepreneurship to market a product or service.	Students create advertisements for their market day items using persuasive language, slogans, and visuals.	Advertising planning templates, markers or design tools, sample ads for inspiration
I can reflect on how technological and economic change influences communities and daily life.	Students write journal entries or create a class mural showing how their daily life is affected by inventions like phones, cars, and the internet.	Journals or drawing supplies, collage materials, sample photos of old vs new technologies

Assessments

Formative Assessment

- Observation of participation in class discussions and activities.
- Exit slips and quizzes after lessons to check understanding of cultural symbols and history.
- Activity participation, including collaborative group work and projects.
- Informal questioning during class discussions.
- Research work and project work progress checks.

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.
- Entrepreneurial Project Rubric: Evaluate the creativity, feasibility, and understanding of business and economic concepts demonstrated in the final project.
- Budget Activity Rubric: Assess how well students apply their knowledge of budgeting and decision-making to the scenario.

Alternate Assessment

- Written or visual representation of a national holiday or symbol.

- Project-based assessments, where students can choose their preferred method of presentation (drawing, writing, or oral presentation).

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals /
- Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers
- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

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|---|--|
| <ul style="list-style-type: none">● Descriptor Name Charts● Allow extra time to complete assignments or tests● Guided notes and/or scaffold outline for written assignments | |
|---|--|