

**Califon Public School
Curriculum**



Subject: Social Studies	Grade: 3rd	Unit #: 1	Pacing: Marking Period 1 & 2
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Unit Title: Characteristics of Communities

OVERVIEW OF UNIT:

In this unit, students will identify and define natural, human, and cultural characteristics of communities.

Big Ideas

- Communities are alike and different and are found all over the world.
- Communities must adapt to the natural features of a location.
- People form communities to meet certain needs.
- People have different perspectives based on their beliefs, values, traditions, culture, and experiences.

Essential Questions

- How does where we live affect how we live?
- Why do people form communities?
- What are natural, human, and cultural characteristics of communities? (AA)

Objectives

- Students will be able to identify how where we live affects how we live.
- Students will identify reasons why people form communities.
- Students will identify natural, human, and cultural characteristics of communities.

Assessment

Formative Assessment:

- Discussion
- Quizzes
- Flip books
- Comparing/Contrasting activities
- Map projects

Summative Assessment:

- Research project
- Create a community project
- Sorting activity
- Post-quiz

Alternative:

- Performance assessments
- Student interviews
- Reader's Theatre
- Writing a Poem
- Create a physical map of your community
- Construct a poster of what makes your community special
- Design a park
- Write a persuasive essay to the Mayor/Governor suggesting improvements to your community/State

Benchmark:

- Pre-quiz
- KWL chart
- Create a pamphlet to highlight ways to use our school or community resources more effectively
- Conduct short research projects with a culminating opinion or informative piece of writing
- Open-ended questions based upon essential questions

Key Vocabulary

Community, citizen, culture, landform, natural hazard, natural resource, climate, human characteristic

Resources & Materials

- www.eduplace.com
- Classroom maps and globes
- Textbook Chapters 1 & 2; Chapters 7 & 8
- Read aloud/independent reading: *Roxaboxen*, *Time for Kids*
- Technology resource: Brain Pop Jr.

Technology Infusion

Teacher Technology:

- Google Classroom
- Google Earth
- Chromebook
- Promethean Board

Student Technology:

- Google classroom
- Chromebook
- iPad

Activities:

- Students will use Google Earth to identify physical and human features of a community and how those features have changed over time.
- Students will use search engines and Google Slides to create a digital culture museum.

Standard	Standard Description
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

Interdisciplinary Integration

Activities:

- In a combined science/STEM project, students will research the natural hazards of a location and design and build a model of a home built to withstand those dangers.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fIViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-Science 3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.

21st Century Life Skills Standards

Activities:

- As students study human features of communities, they will research the jobs and careers associated with those features. They will discuss the importance of different jobs within a community.

Standard	Student Learning Objectives
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements.
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).

Careers

Activities:

- Students will use Google Earth to observe changes to a community over time. They will note and discuss how the human features of the community impacted the environment, and they will research ways to counteract the negative impact of humans on the environment.

Practice	Description
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Standards	
Standard #	Standard Description
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
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.
6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Differentiation
Students with 504 plans
<ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks

- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Social Studies	Grade: 3rd	Unit #: 2	Pacing: Marking Period 3
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Unit Title: How People Affect Communities

OVERVIEW OF UNIT:

In this unit, students will explore how communities grow and change. They will also explore what features make communities unique.

Big Ideas

- Ways people around the world express their culture
- How immigrants contribute to a community's culture
- How transportation, tourism, trade, and media connect communities around the world
- How Native Americans, European explorers, and American settlers shaped communities
- Ways in which people and events have changed communities
- Ways in which different communities show change over time

Essential Questions

- How do people around the world express their culture?
- In what ways do immigrants contribute to a community's culture?
- How has transportation, tourism, trade, and media connected communities around the world?
- How have Native Americans, European explorers, Asian Americans, and American settlers shaped communities? (AS) (AA)
- How have communities changed because of people and events?
- What are some ways that communities have changed over time? (AS) (AA)

Objectives

- Students will be able to identify ways that people around the world express their culture.
- Students will be able to explain how people in the United States express culture through art, stories, music, dance, and religion.
- Students will be able to describe how immigrants contribute to a community's culture.
- Students will be able to describe how transportation, tourism, trade, and media connect communities around the world.
- Students will be able to explain how Native Americans, European explorers, and American settlers shaped communities.
- Students will be able to explain why people move to new places and how communities grow and change.
- Students will compare communities in the past with communities today.
- Students will explain how people and events have changed communities.

- Students will be able to compare and contrast different communities.

Assessment

Formative Assessment:

- Create a timeline showing the development of a community.
- Create a pamphlet to highlight a holiday or festival that celebrates different cultures.
- Reader's Theatre
- "I am" poem

Benchmark:

- Pre-quiz
- KWL

Alternative:

- Performance assessments
- Student interviews
- Modified tests/quizzes

Summative Assessment:

- Tests and Quizzes
- Open-ended questions based upon essential questions
- Conduct short research projects with a culminating opinion or informative piece of writing

Key Vocabulary

- artifact
- citizen
- culture
- ethnic group
- ethnicity
- folktale
- heritage
- tolerance
- boycott
- decade
- expedition
- innovation
- monument
- taxes

Resources & Materials

- www.eduplace.com
- Classroom maps and globes
- Textbook Chapters 3 & 4
- Read aloud/independent reading: *Time for Kids*
- Technology resource: Brain Pop Jr.

Technology Infusion

Teacher Technology:

- Google Classroom
- Google Earth
- Chromebook
- Promethean Board

Student Technology:

- Google classroom
- Chromebook
- iPad

Activities:

- Students will watch an introduction video on BrainPOP Jr. and discuss their prior knowledge about the content.

Standard	Standard Description
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

Interdisciplinary Integration

Activities:

- Students will create a pamphlet to highlight a holiday or festival that celebrates different cultures.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fIViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLs-ELA W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

21st Century Life Skills Standards

Activities:

- Students will research and discuss various jobs and the skills and qualities needed to do those jobs effectively within the community.

Standard	Student Learning Objectives
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements.
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).

Careers

Activities:

- Students will discuss how citizens can make decisions to positively impact their community.

Practice	Description
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Standards

Standard #	Standard Description
6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
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).
6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
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.

Differentiation

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
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- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery

- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Social Studies	Grade: 3rd	Unit #: 3	Pacing: Marking Period 4
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Unit Title: Economics

OVERVIEW OF UNIT:

In this unit, students learn the basics of economics through interactive classroom simulations and engaging activities. Students begin by considering personal finances. They will create a simple budget, learn about the importance of savings, and make some tough decisions in the process. They will study the free enterprise system as they work in groups to create and sell a real product in this simulation of the free market. Finally, students will experience being both a producer and a consumer by working in groups to create and sell a real product in this simulation of the free market.

Big Ideas

- There are various ways of earning, spending, saving, and donating money.
- The prices of goods and services are affected by supply and demand as well as government regulations.

Essential Questions

- How do people earn, spend, save, or donate money?
- How does scarcity impact production, distribution, and consumption of goods and services?
- How do supply and demand affect the price of goods and services?
- How do government regulations and taxes impact consumer costs?

Objectives

- Students will be able to identify ways of earning, spending, saving, and donating money.
- Students will create a simple budget that allocates money for spending, saving, and donating.
- Students will explain how the cost of production and selling affects prices.
- Students will explain how supply and demand affect the price of a good or service.

Assessment

Formative Assessment:

- Future Self Income/Lifestyle activity
- Foldables
- Vocabulary slides
- Sorting activity

Summative Assessment:

- Business report
- Entrepreneur research project

Benchmark:

- KWL/Money Comes, Money Goes page

Alternative:

- Modified projects

Key Vocabulary
needs, wants, supply, demand, consumer, production, business, scarcity

Resources & Materials
<ul style="list-style-type: none"> ● <i>Communities</i> ● Brain Pop Jr. ● Teacher Trap

Technology Infusion				
<p>Teacher Technology:</p> <ul style="list-style-type: none"> ● Google Classroom ● Google Earth ● Chromebook ● Promethean Board <p>Student Technology:</p> <ul style="list-style-type: none"> ● Google classroom ● Chromebook ● iPad <p>Activities:</p> <ul style="list-style-type: none"> ● Students will watch a BrainPOP Jr. movie to introduce a topic and discuss the concepts covered. ● Students will use search engines and Google Slides to research and present on a famous entrepreneur. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Standard</th> <th>Standard Description</th> </tr> </thead> <tbody> <tr> <td>8.1.5.DA.1</td> <td>Collect, organize, and display data in order to highlight relationships or support a claim.</td> </tr> </tbody> </table>	Standard	Standard Description	8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
Standard	Standard Description			
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.			

Interdisciplinary Integration
<p>Activities:</p> <ul style="list-style-type: none"> ● In this integrated math activity, students will work in groups to create and sell a product. They will complete a reflection on their company including their expenses, profits, and pricing decisions. <p>Resources:</p> <ul style="list-style-type: none"> ● Teacher Vision Cross-Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html ● Engineering Go For It! - http://egfi-k12.org/ ● US Department of Education STEM - http://www.ed.gov/stem ● Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html ● NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko ● PBS STEM - http://www.pbs.org/teachers/stem/#content ● STEM Works - http://stem-works.com/activities ● <u>What Every Educator Should Know About Using Google</u> by Shell Education

<ul style="list-style-type: none"> Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml International Literacy Association Read Write Think - http://www.readwritethink.org/ 	
Standard	Standard Description
3.NBT.A	Use place value understanding and properties of operations to perform multi-digit arithmetic.
3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
3.NBT.A.2	With accuracy and efficiency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., ,) using strategies based on place value and properties of operations.

21st Century Life Skills Standards

Activities:	
<ul style="list-style-type: none"> After creating a company and reflecting on their expenses and pricing decisions, students will discuss how they applied their knowledge of mathematics to be successful. 	
Standard	Student Learning Objectives
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements.
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).

Careers

Activities:	
<ul style="list-style-type: none"> In the cross-curricular activity, students will work in groups to create and sell a product. They will consider the needs of their clients/buyers and develop products to meet these needs. 	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards

Standard #	Standard Description
6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
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.EconNM.1	Explain the ways in which the government pays for the goods and services it provides.
6.1.5.EconNM.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.5.EconNM.5	Explain how the availability of private and public goods and services is influenced by the government and the global economy.
6.1.5.EconNM.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.

Differentiation

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
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Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
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