Commercial Township School District
Content Area: Social Studies
Grade: 3
Unit: 1 Communities

Unit Summary
This unit focuses on the geography of various communities. There are three types of communities: rural, suburban, and urban. Different environments affect communities in different ways. Communities change over time. In addition, communities celebrate their culture and history in many different ways, which shape the way people in the United States live.

Student Learning Objectives
6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.8 Compare ways people choose to use and distribute natural resources.
6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Sequence
Part A: What makes a good community?

Concepts	Formative Assessment
• People establish different types of communities to meet their basic needs. • A community or region has unifying characteristics. • There are different types of communities, but they all share some characteristics. • Different types of maps serve different purposes and have distinctive characteristics.	*Students who understand the concepts are able to:* • explain how and why people establish communities. • Describe how communities have changed over time. • Explain similarities and differences between various communities. • Use parts of a map to locate and describe places and features.

	• Distinguish between the characteristics of rural, suburban, and urban communities.

Unit Resources	District/School Summative Assessments
● Student worktext ● Smartboard digital presentations ● Trade books ● Primary sources	● Chapter tests ● Projects

Unit Sequence

Part B: How is culture shared?

Concepts	Formative Assessment
• Culture is the way of life of a group of people: the food they eat, the language they speak, the clothing they wear, the stories they tell, the music and art they create, as well as the community they live in. • Different cultural groups meet their needs in diverse ways. • Cultural groups live together to create communities around the world. • Celebrations are a reflection of cultural heritage and tradition.	*Students who understand the concepts are able to:* • Identify the cultures that settled in North America. • Explain that culture can be communicated through stories, art, and music. • Compare and contrast the arts around the world. • Identify and compare celebrations around the world. • Describe how many different cultures have contributed to and shaped communities in the regions of the United States.
Unit Resources	**District/School Summative Assessments**
● Student worktext ● Smartboard digital presentations ● Trade books ● Primary sources	● Chapter Tests ● Projects

Interdisciplinary Connections

Language Arts and Technology:

In order to integrate literacy skills and technology, students will research the topics by using text and media resources. In researching the topic, students can recall and gather information by summarizing their research as they take notes. Students can also draw information from informational texts. Students will use reading strategies such as: generalizing (RI.3.7), cause and effect (RI.3.8), sequence (RI.3.3), summarizing (RI.3.2), fact and opinion (RI.3.6), drawing conclusions (RI.3.3), main

idea and details (RI.3.2), and comparing and contrasting (RI.3.9). Students will also use technology to produce and publish writing as well as to interact and collaborate with others. (W.3.6)

Future Learning

Prior Learning

Modifications
Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.

Time/General

- Allow extra time
- Repeat and clarify directions
- Provide breaks in between tasks
- Have student verbalize directions
- Provide timelines/due dates for reports and projects

Processing

- Provide extra response time
- Have student verbalize steps
- Repeat directions
- Provide small group instruction
- Include partner work

Comprehension

- Provide reading material on student's level
- Have student underline important points
- Assist student on how to use context clues to identify words/phrases
- Ensure short manageable tasks

Tests/Quizzes/Grading

- Provide extended time
- Provide study guides
- Limit number of responses

Behavior/Attention

- Establish classroom rules
- Write a contract with the student specifying expected behaviors

- Provide preferential seating
- Re-focus student as needed
- Reinforce student for staying on task

Organization

- Monitor the student and provide reinforcement of directions
- Verify the accurateness of homework assignments
- Display a written agenda

Enrichment: Evaluate vocabulary • Elevate Text Complexity • Incorporate inquiry based assignments and projects • Extend curriculum • Balance individual, small group and whole group instruction • Provide tiered/multi-level activities • Include purposeful learning centers • Provide open-ended activities and projects • Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers • Provide pupils with experiences outside the 'regular' curriculum • Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level • Require a higher quality of work than the norm for the given age group • Promote higher level of thinking and making connections. • Focus on process learning skills such as brainstorming, decision making and social skills • Use supplementary materials in addition to the normal range of resources. • Encourage peer to peer mentoring • Integrate cross-curricular lessons • Incorporate real-world problem solving activities • Facilitate student-led questioning and discussions

21st Century Themes and Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Thinking and Problem Solving
- Communication and Collaboration

Informational, Media, and Technology Skills

- Informational Literacy

Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-direction
- Social and Cross-cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Commercial Township School District
Content Area: Social Studies
Grade: 3
Unit: 2 Working in Our Communities and Our Environment

Unit Summary
People all over the world depend on one another for goods and services. Some people earn money by making or selling goods. Others do so by providing services. Buyers depend on sellers and sellers depend on buyers. People use money to buy the things they need and want. Making good money choices is important for everyone.

Student Learning Objectives
6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.4 Describe how supply and demand influence price and output of products.
6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.8 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.
6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently
6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
6.1.4.B.4 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.
6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

Unit Sequence
Part A: How do people get what they need?

Concepts	Formative Assessment
• People have to make choices about needs and wants because all resources are limited. • People trade goods and services within communities, with other states, and with other countries. • People are both producers and consumers of goods and services. • People depend on each other as producers, consumers, savers, and borrowers.	*Students who understand the concepts are able to:* • Distinguish between needs and wants and give examples of each. • Distinguish between scarcity and abundance. • Understand that opportunity cost of an item is what we give up when we choose one thing over another. • Identify producers and consumers.

	• Give examples of goods and services.
	• Distinguish among natural, human, and capital resources.
	• Analyze how consumers and producers exchange goods and services.
	• Explain that price can be influenced by both supply and demand.
	• Distinguish between spending and saving.
	• Explain that people pay for goods and services in different ways.
	• Describe how and why people use banks.
	• Recognize that the world of work offers many different kinds of jobs.
	• Explain how specialization and the division of labor are beneficial.
	• Give examples of specialized jobs.
Unit Resources	**District/School Summative Assessments**
● Student worktext ● Smartboard digital presentations ● Trade books ● Primary sources	● Chapter Tests ● Projects

Unit Sequence	
Part B: How do we interact with our planet?	
Concepts	**Formative Assessment**
• Maps and globes can be used to locate places, physical features, such as landforms and bodies of water, and features made by humans. • The environment (including weather, climate, and natural resources) varies from one place to another and influences how and where people, plants, and animals live.	*Students who understand the concepts are able to:* • Identify and describe physical features, such as landforms and bodies of water. • Locate physical features on a map or globe. • Identify and compare characteristics of different regions. • Recognize that weather and climate vary from place to place. • Describe how weather and climate affect where people, plants, and animals live. • Recognize that regions can be characterized by availability and use of resources. • Identify various environmental concerns related to the use of resources. • Describe ways people depend on, interact with, modify, and adapt to their physical environment to meet their basic needs.
Unit Resources	**District/School Summative Assessments**

● Student worktext ● Smartboard digital presentations ● Trade books ● Primary sources	● Chapter Tests ● Projects

Interdisciplinary Connections
Language Arts and Technology: In order to integrate literacy skills and technology, students will research the topics by using text and media resources. In researching the topic, students can recall and gather information by summarizing their research as they take notes. Students can also draw information from informational texts. Students will use reading strategies such as: generalizing (RI.3.7), cause and effect (RI.3.8), sequence (RI.3.3), summarizing (RI.3.2), fact and opinion (RI.3.6), drawing conclusions (RI.3.3), main idea and details (RI.3.2), and comparing and contrasting (RI.3.9). Students will also use technology to produce and publish writing as well as to interact and collaborate with others. (W3.6)

Future Learning

Prior Learning

Modifications
Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students. Time/General ● Allow extra time ● Repeat and clarify directions ● Provide breaks in between tasks ● Have student verbalize directions ● Provide timelines/due dates for reports and projects Processing ● Provide extra response time ● Have student verbalize steps ● Repeat directions ● Provide small group instruction ● Include partner work Comprehension

- Provide reading material on student's level
- Have student underline important points
- Assist student on how to use context clues to identify words/phrases
- Ensure short manageable tasks

Tests/Quizzes/Grading

- Provide extended time
- Provide study guides
- Limit number of responses

Behavior/Attention

- Establish classroom rules
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- Re-focus student as needed
- Reinforce student for staying on task

Organization

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Enrichment: Evaluate vocabulary • Elevate Text Complexity • Incorporate inquiry based assignments and projects • Extend curriculum • Balance individual, small group and whole group instruction • Provide tiered/multi-level activities • Include purposeful learning centers • Provide open-ended activities and projects • Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers • Provide pupils with experiences outside the 'regular' curriculum • Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level • Require a higher quality of work than the norm for the given age group • Promote higher level of thinking and making connections. • Focus on process learning skills such as brainstorming, decision making and social skills • Use supplementary materials in addition to the normal range of resources. • Encourage peer to peer mentoring • Integrate cross-curricular lessons • Incorporate real-world problem solving activities • Facilitate student-led questioning and discussions

21st Century Themes and Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Thinking and Problem Solving
- Communication and Collaboration

Informational, Media, and Technology Skills

- Informational Literacy

Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-direction
- Social and Cross-cultural Skills

- Productivity and Accountability
- Leadership and Responsibility

Commercial Township School District
Content Area: Social Studies
Grade: 3
Unit: 3 US Government and Citizenship

Unit Summary
The United States government is a democracy. People elect their government representatives. The government is made up of three branches to form a balance of power.. The government is made of three levels that provide services to its citizens. Citizens have rights and responsibilities. Key historical figures have helped shaped the country and government today.
Student Learning Objectives
6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.
6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

Unit Sequence	
Part A: Why do we have government?	
Concepts	**Formative Assessment**
• The US government was founded on democratic principles and beliefs. • The three branches of government were established to limit each branch's power and to protect the rights of citizens.	*Students who understand the concepts are able to:* • Identify democratic principles and beliefs held by American citizens.

• Local, state, and national governments make and enforce laws and provide different kinds of services to meet the needs of citizens.	• Explain why the Declaration of Independence and the US Constitution were written.
	• Identify the responsibilities of the executive, legislative, and the judicial branches of government.
	• Identify the responsibilities of local, state, and national government.

Unit Resources	District/School Summative Assessments
● Student worktext ● Smartboard digital presentations ● Trade books ● Primary sources	● Chapter Tests ● Projects

Unit Sequence

Part B: How can I participate?

Concepts	Formative Assessment
• Good citizens participate in their communities and work for the common good. • Many American heroes have taken risks and overcome obstacles to help others. • Civic organizations and individuals in our country and around the world have made contributions to important causes that benefit the common good.	*Students who understand the concepts are able to:* • Describe the rights and responsibilities of citizens. • Identify rules and laws and what happens when they are not followed. • Describe actions and contributions of historical figures who have helped to secure the rights and freedoms of our country's citizens. • Explain actions and contributions that individuals and civic organization, past and present, have made for causes in our country and throughout the world.
Unit Resources	District/School Summative Assessments
● Student worktext ● Smartboard digital presentations ● Trade books ● Primary sources	● Chapter Tests ● Projects

Interdisciplinary Connections
Language Arts and Technology:

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Future Learning

Prior Learning

Modifications

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Time/General

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Processing

- Provide extra response time
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- Repeat directions
- Provide small group instruction
- Include partner work

Comprehension

- Provide reading material on student's level
- Have student underline important points
- Assist student on how to use context clues to identify words/phrases
- Ensure short manageable tasks

Tests/Quizzes/Grading

- Provide extended time
- Provide study guides
- Limit number of responses

Behavior/Attention

- Establish classroom rules
- Write a contract with the student specifying expected behaviors
- Provide preferential seating
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- Reinforce student for staying on task

Organization

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- Verify the accurateness of homework assignments
- Display a written agenda

Enrichment: Evaluate vocabulary • Elevate Text Complexity • Incorporate inquiry based assignments and projects • Extend curriculum • Balance individual, small group and whole group instruction • Provide tiered/multi-level activities • Include purposeful learning centers • Provide open-ended activities and projects • Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers • Provide pupils with experiences outside the 'regular' curriculum • Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level • Require a higher quality of work than the norm for the given age group • Promote higher level of thinking and making connections. • Focus on process learning skills such as brainstorming, decision making and social skills • Use supplementary materials in addition to the normal range of resources. • Encourage peer to peer mentoring • Integrate cross-curricular lessons • Incorporate real-world problem solving activities • Facilitate student-led questioning and discussions

21st Century Themes and Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Thinking and Problem Solving
- Communication and Collaboration

Informational, Media, and Technology Skills

- Informational Literacy

Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-direction
- Social and Cross-cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Commercial Township School District
Content Area: Social Studies
Grade: 3

Unit Summary
Native Americans built the first communities in North America thousands of years ago. Later, about 400 years ago, people from Europe came to North America to build their own communities. Their lives were changed. The original thirteen English colonies formed the United States. Throughout our country's history, people have moved from place to place to start new communities and build better lives. Sometimes they have moved from communities within our country and other times they came from communities located around the world. Inventions and discoveries long ago and today have influenced communities around the world. New technologies have improved the health and safety of people in communities and changed the way they communicate with each other. I

Student Learning Objectives
6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world
6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

Unit Sequence	
Part A: How does our past affect our present?	
Concepts	**Formative Assessment**
• Communities change over time. • Conflicts sometimes arise over resources. • Our nation has been shaped by events and actions of the past.	*Students who understand the concepts are able to:* • Explain how geography influences communities.

• The actions of individuals can affect history.	• Compare and contrast Native American cultures.
	• Identify the causes and describe the effects of European exploration.
	• Explain why settlers came to North America.
	• Describe the key events in European settlement of North America.
	• Identify the contributions of notable individuals.
	• Describe the creation and significance of key documents.
Unit Resources	**District/School Summative Assessments**
● Student worktext ● Smartboard digital presentations ● Trade books ● Primary sources	● Chapter Tests ● Projects

Unit Sequence

Part B: How does life change throughout history?	
Concepts	**Formative Assessment**
• Communities change over time. • Technological developments affect how people live. • Individuals can affect communities. • Some things change over time and some things remain the same.	*Students who understand the concepts are able to:* • Analyze how innovations in transportation and communication influenced the growth of the United States. • Give examples of contributions of key people to the developing United States. • Analyze how America has changed from the arrival of European explorers to today. • Explain why people immigrate to new lands. • Compare how people communicated in the 1800s and today. • Analyze how new ideas and machines changes people's lives in the United States and around the world.
Unit Resources	**District/School Summative Assessments**
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Interdisciplinary Connections
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Future Learning

Prior Learning

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Tests/Quizzes/Grading

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- Provide study guides
- Limit number of responses

Behavior/Attention

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Enrichment: Evaluate vocabulary • Elevate Text Complexity • Incorporate inquiry based assignments and projects • Extend curriculum • Balance individual, small group and whole group instruction • Provide tiered/multi-level activities • Include purposeful learning centers • Provide open-ended activities and projects • Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers • Provide pupils with experiences outside the 'regular' curriculum • Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level • Require a higher quality of work than the norm for the given age group • Promote higher level of thinking and making connections. • Focus on process learning skills such as brainstorming, decision making and social skills • Use supplementary materials in addition to the normal range of resources. • Encourage peer to peer mentoring • Integrate cross-curricular lessons • Incorporate real-world problem solving activities • Facilitate student-led questioning and discussions

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