

Subject Area: Social Studies

Grade Level: 3

**Unit 1:
Bedminster Township and Geography**

Dates: September-November

Time Frame: 10 weeks

Overview

Students will have an understanding of the history of their community and how communities change over time. Students will understand where their community is in the world and how the geography of their community impacts how they live as well as how traditions, symbols, and values unify the United States.

Enduring Understandings

- Every community has a unique history.
- Some features of a community change, while others stay the same, over time.
- Bedminster is a community that is found inside of a larger state, country, continent, and world.
- Traditions, symbols, and values unify citizens in Bedminster Township and around the world.
- Geographical features in a community impact how people live in that community.
- Citizens play a direct role in improving their community.

Objectives

- Identify important information about Bedminster Township using a timeline.
- Identify cardinal and intermediate directions and use a compass rose. (Lesson 2)
- Use map skills to locate communities, determine directions, and measure distances between Bedminster and important United States landmarks (e.g. The Statue of Liberty, Golden Bridge, etc.). (Lesson 2)
- Use map tools. (e.g. scale, grid, key/legend symbols, title, and compass rose). (Lesson 3)
- Organize physical features, climate, and natural resources in chart form. (Lesson 3)
- Identify ways to learn about your community.
- Locate a historical site and discuss an event in Bedminster Township's history.
- Locate key geographic features on a map of Earth: the equator, the prime meridian, the four hemispheres, the five oceans, and the seven continents. (Lesson 1)
- Identify countries on a map of North America. (Lesson 1)
- Identify states and communities on a map from various regions of the United States. (Lesson 1)
- Compare a place in the United States to Bedminster Township based on geographical location and features. (Lesson 2 & 3)
- Analyze role of traditions, symbols, and values in unifying the United States. (Reading Further-Lesson 2)
- Identify how Rosa Parks, Clara Barton, Cesar Chavez, and Ruby Bridges solved problems to improve the lives of people in their own communities. (Lesson 6)
- Explain why individuals share a responsibility for making their community a better place to live. (Lesson 6)
- Identify individuals and/or organizations who contribute to the public good in an emergency such as a natural disaster. (Reading Further-Lesson 6)

Assessments

Benchmark:

- TCI

Pre-Assessment:

- Frontload Vocabulary (Words to Know): *Found under Lesson Guide on TeachTCl website.*

Formative Assessment:

- Student participation
- Teacher observation of student discussion during reading

Self-Reflection/Self-Assessment:

- Exit cards
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- Written Assessment (See model)

Resources

- TCI textbook, Interactive notebook in print, and online resources.
- TCI main page for sign in for students and teachers. Allows access to textbook, interactive workbook, lesson games, assessments through TCI, gradebook from online activities, and assignments:
<https://www.teachtci.com/>
- TCI blog spot for additional activities: <https://www.teachtci.com/blog/>

At Table of Contents, you will see the Lessons (chapters), if you click them, you can see the complete lesson, plus it is broken down into sections. It shows Vocabulary, Preview, Further Reading, Activities, Processing, and the complete lesson. This page also has headers for Differentiation, Enhanced Learning, and Lesson Guide options. On these pages, you will also find your menu buttons for Materials, Assignments, Assessments (from TCI, not the common assessment), Gradebook, and Resources. This resources button has the media library with pictures from that lesson, the pacing guide, correlations, and other resources. The other resources are PDF files attached below.

Print Resources:

- *The Best Town in the World* by Byrd Baylor

Video Resources:

Lesson 1: Understanding the Geography of the World

- Continents and Oceans BrainPopJr.
<https://jr.brainpop.com/socialstudies/geography/continentsandoceans/>
- Continents of the World BrainPop
<https://www.brainpop.com/socialstudies/geography/continentsoftheworld/transcript/>

Lesson 2: Finding Place in the United States

- Reading Maps BrainPopJr.
<https://jr.brainpop.com/socialstudies/geography/readingmaps/>
- Map Skills BrainPop
<https://www.brainpop.com/socialstudies/geography/mapskills/>

Lesson 3: Geography and the Way We Live

- Natural Resources BrainPopJr.
<https://jr.brainpop.com/science/conservation/naturalresources/>
- Geography Themes BrainPop
<https://www.brainpop.com/socialstudies/geography/geographythemes/transcript/>
- Natural Resources BrainPop
<https://www.brainpop.com/science/energy/naturalresources/>
- Exploring Communities and Geography United Streaming
<https://app.discoveryeducation.com/learn/videos/3fe0e589-49d5-4d19-a4d4-472b4d06ba7d/>

Lesson 6: Making Communities Better

- Ruby Bridges BrainPopJr. - <https://jr.brainpop.com/socialstudies/biographies/rubybridges/>
- Cesar Chavez BrainPop - <https://www.brainpop.com/socialstudies/famoushistoricalfigures/cesarchavez/>

Standards

NJ Social Studies Learning Standards:

- 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.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States 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.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.4.A.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.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, & laws.
- 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.
- 6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
- 6.3.4.A.3 Select a local issue & develop a group action plan to inform school and/or community members about the issue.
- 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.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 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.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.
- 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.B.9 Relate advances in science and technology to environmental concerns, and to action taken to address them.
- 6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- 6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
- 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 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.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- 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.14 Trace how the American identity evolved over time.
- 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 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 & 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.
- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, & propose solutions to address such actions.

NJ: 2016 SLS: English Language Arts:

- 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.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant

to a grade 3 topic or subject area.

- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 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).
- RI.3.8. Describe the logical connection between particular sentences & paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2b. Develop the topic with facts, definitions, and details.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.3.3a. Establish a situation and introduce a narrator and/or characters, organize an event sequence that unfolds naturally.
- W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3c. Use temporal words and phrases to signal event order.
- W.3.3d. Provide a sense of closure.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.
- 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.3.1a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.3.1b. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- PSL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- L.3.1. Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.
- L.3.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.5. Demonstrate understanding of word relationships and nuances in word meanings
- L.3.5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.3.5b. Identify real-life connections between words & their use (e.g., describe people who are friendly or helpful).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

NJSLS: 21st Century Life Skills 9.4, Careers 9.2 Financial Literacy 9.1:

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 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

NJSLS Standard 8.1 - Computer Science and Design Thinking

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

Unit 1: Bedminster Township and Geography

<p>BEDMINSTER HISTORY—Days 1-4: Lesson: Exploring Bedminster Township</p> <p>Essential Question: Why is it important to know the history of your community?</p> <p>Materials:</p> <ul style="list-style-type: none"> • Virtual Tour of Bedminster Township: http://www.bedminster.us/index.asp?Type=B_LOC&SEC=%7B8008C47B-DFD6-4CCA-859B-ED65ABE4DBF9%7D • Jacobus Vanderveer House: http://www.jvanderveerhouse.com/ • Historic Sites & Places: Somerset County: https://www.co.somerset.nj.us/pdf/NationalRegisterBookWEB.pdf • Historical Society of The Somerset Hills: Famous People: http://www.historical.societyofsomersethills.org/famous.php • Wikipedia: Bedminster: https://en.wikipedia.org/wiki/Bedmins 	<p>BEDMINSTER HISTORY—Day 5: Lesson: Exploring Bedminster Township</p> <p>Essential Question: Why is it important to know the history of your community?</p> <p>Materials:</p> <ul style="list-style-type: none"> • -premake a list of important historical events in Bedminster Township history. <p>Activities:</p> <p>Students will work in partnerships to select an important event in Bedminster history and explain why it was important. The grade will then create a timeline highlighting these important historical events within Bedminster Township and hang it in the hallway.</p>	<p>BEDMINSTER HISTORY—Day 6: Lesson: Exploring Bedminster Township</p> <p>Essential Question: Who are the leaders of Bedminster Township?</p> <p>Materials:</p> <ul style="list-style-type: none"> • - Harcourt <i>Social Studies Our Communities</i> textbook. <p>Activities:</p> <p>Create a list of townspeople and government officials in Bedminster Township that students could interview to get information on the history of the community. Have students write the questions they could ask these people.</p> <p>See if you can plan an interview and have students record the interview as a transcript on paper. Students should share their interviews with small groups of other students.</p>	<p>BEDMINSTER HISTORY (OPTIONAL): Lesson: Exploring Bedminster Township</p> <p>Essential Question: Who are the leaders of Bedminster Township?</p> <p>Materials:</p> <ul style="list-style-type: none"> • - premake a list of questions relevant to the study of Bedminster Township to ask the speaker. <p>Activities:</p> <p>Have guest speakers visit the class. Speakers can be parents of students, representatives of local businesses, members of the town council, the mayor, or community leaders. Students should be informed of the speaker's area of expertise prior to the visit, and the class should develop a list of questions relevant to the study of Bedminster Township to ask the speaker.</p>	<p>BEDMINSTER HISTORY—Days 2-3: Lesson: Exploring Bedminster Township</p> <p>Essential Question: What is Happening in My Community and What Can I Do to Help?</p> <p>Materials:</p> <ul style="list-style-type: none"> • - Current copies of the <i>Bernardsville News</i> <p>Activities:</p> <p>Read current issues of <i>The Bernardsville News</i>. Have students identify a problem in the community that they find relevant and interesting. Research the problem through the articles and interviews of community members. Develop a list of suggested solutions with the class and have students write letters to the appropriate people (mayor, town council) suggesting their solutions.</p>
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<p>ter, New Jersey City Data: Bedminster Township: http://www.city-data.com/township/Bedminster-Somerset-NJ.html</p> <p>Activities: Students will take a virtual tour of Bedminster Township to explore where they live. They will then use selected websites to research the history, landforms, historic sites, landmarks, and famous people of Bedminster Township so that they can make a brochure about Bedminster Township.</p>				
<p>TCI LESSON 1→Day 1: Lesson 1: Understanding the Geography of the World (TCI Lesson 1: PREVIEW)</p> <p>Essential Question: Where in the world is our community?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 1 <p>Activities: Write directions to your classroom and create a simple map to experience the usefulness of maps and terms that name locations.</p>	<p>TCI LESSON 1→Days 2 & 3: Lesson 1: Understanding the Geography of the World (TCI Lesson 1: ACTIVITY)</p> <p>Essential Question: Where in the world is our community?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 1 <p>Activities: During a Visual Discovery activity, students act as space shuttle astronauts who are returning to Earth and learn about the geographic features of the globe as they get nearer and nearer to their landing site.</p>	<p>TCI LESSON 1→Day 4: Lesson 1: Understanding the Geography of the World (TCI Lesson 1: PROCESSING)</p> <p>Essential Question: Where in the world is our community?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 1 <p>Activities: Students will use maps and geographical terms to locate their own community.</p>	<p>TCI LESSON 1→Day 5: Lesson 1: Understanding the Geography of the World (TCI Lesson 1: READ & DO)</p> <p>Essential Question: Where in the world is our community?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 1 Explorers Find New Lands (TCI page 14) Interactive Notebook page 7 <p>Activities: Students will research the role of Christopher Columbus in preparing the way for the founding of new communities in North America and investigate how explorers helped prepare the way for the founding of new communities in North America by reading <i>Explorers Find New Lands</i> (TCI page 14). Students will then write a diary entry pretending they are an explorer and telling what they do. (Interactive Student Notebook page 7).</p>	<p>TCI LESSON 1→Day 6: ASSESSMENT Lesson 1: Understanding the Geography of the World</p> <p>Essential Question: Where in the world is our community?</p> <p>Materials:</p> <ul style="list-style-type: none"> TCI Lesson 1 Quiz <p>Activities: Students will take a quiz on material from Lesson 1.</p>
<p>TCI LESSON 2→Days 1-3: Lesson 2: Finding Places in the United States (TCI Lesson 2: PREVIEW & ACTIVITY)</p> <p>Essential Question: Where in the United States is our community?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 2 <p>Activities: In a Social Studies Skill Builder, students use a map and compass rose to locate their community, identify directions, and measure distances to other places.</p>	<p>TCI LESSON 2→Day 4: Lesson 2: Finding Places in the United States (TCI Lesson 2: READ & DO)</p> <p>Essential Question: Where in the United States is our community?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 2 Eagles, Flags, and Midnight Parades (TCI page 30) Interactive Notebook page 21-22. U.S. Symbols BrainPopJr. https://jr.brainpop.com/socialstudies/citizenship/ussymbols/ <p>Activities: Students will complete the Reading Further lesson by reading <i>Eagles, Flags, and Midnight Parades</i> (TCI page 30). Students will then write a letter to a friend telling how the importance of the 4th of July and an American tradition you like. (Interactive Student Notebook pages 21-22).</p>	<p>TCI LESSON 2→Day 5: ASSESSMENT Lesson 2: Finding Places in the United States</p> <p>Essential Question: Where in the United States is our community?</p> <p>Materials:</p> <ul style="list-style-type: none"> TCI Lesson 2 Quiz <p>Activities: Students will take a quiz on material from Lesson 2.</p>	<p>TCI LESSON 3→Days 1-3: Lesson 3: Geography and the Way We Live (TCI Lesson 3: PREVIEW & ACTIVITY)</p> <p>Essential Question: How Does Geography Affect the Way We Live?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 3 <p>Activities: In a Writing for Understanding activity, students write and illustrate travel brochures for four communities in the United States based on physical features, climate, and natural resources.</p>	<p>TCI LESSON 3→Day 4: Lesson 3: Geography and the Way We Live (TCI Lesson 3: READ & DO)</p> <p>Essential Question: How Does Geography Affect the Way We Live?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 3 Telling Stories with Maps (Student Text page 50) Interactive Notebook page 28-29. <p>Activities: Students will complete the Reading Further lesson by reading <i>Telling Stories with Maps</i> (Student Text page 50). Students will then use a ruler and a map scale to locate how far certain landmarks are from their home. (Interactive Student Notebook pages 28-29).</p>
<p>TCI LESSON 3→Day 5: ASSESSMENT Lesson 3: Geography and the Way We Live</p> <p>Essential Question: How Does Geography Affect the Way We Live?</p> <p>Activities: Students will take a quiz on material from Lesson 3.</p>	<p>TCI LESSON 6→Day 1: Lesson 6: Making Communities Better (TCI Lesson 6: PREVIEW & ACTIVITY)</p> <p>Essential Question: How do people improve their community?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 6 <p>Activities: Students will learn how Rosa Parks confronted the problem of segregation in her community.</p>	<p>TCI LESSON 6→Day 2: Lesson 6: Settling in the United States (TCI Lesson 6: READ & DO)</p> <p>Essential Question: How do people become part of our country?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 6 Interactive Notebook page 37 <p>Activities: Students will learn how individuals and organizations came to the aid of New Orleans after Hurricane Katrina.</p>	<p>TCI LESSON 6→Days 3-5: Lesson 6: Making Communities Better (TCI Lesson 6: PROCESSING)</p> <p>Essential Question: How do people improve their community?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 6 <p>Activities: Students will research 5 individuals who made a difference in the lives of people in their community & country & design a monument and a plaque to honor each person.</p>	<p>TCI LESSON 6→Day 5: ASSESSMENT Lesson 6: Making Communities Better</p> <p>Essential Question: How do people improve their community?</p> <p>Materials:</p> <ul style="list-style-type: none"> TCI Lesson 6 Quiz <p>Activities: Students will take a quiz on material from Lesson 6.</p>

Differentiate Instruction, depending on individual student need;

Unit 2: Maps Skills

<p>Lesson 1: Why We Need Maps</p> <p>Materials: Social Studies Alive</p> <ul style="list-style-type: none"> See Lesson Guide for Ch. 3 Preview steps 1 and 2 For step 3, read <i>Me on the Map</i> by Joan Sweeney; continue treasure hunt) 	<p>Lesson 2: How We Use Map Keys</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook See page 26 in Lesson Guide for Chapter 3 Phase 1. <p>Activities: Read Student Text pages</p>	<p>Lesson 3: How We Use Grid Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook See page 27-28 in Lesson Guide for Chapter 3 Phase 2. <p>Activities: Read Student Text pages 28 in</p>	<p>Lesson 4: How We Use a Compass Rose and Cardinal Directions</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook See page 28-29 in Lesson Guide for Chapter 3 Phases 3 & 4. <p>Activities:</p>	<p>Lesson 5: How We Use Different Types of Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook See page 30 (steps 1-4) in Lesson Guide for Chapter 3 Reading Further. Pages 12-23 of <i>Maps and Globes</i> by Harriett Barton
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<p>Activities: 1) Students will participate in a classroom scavenger in order to illustrate the need to use maps. 2) Teacher will do a read aloud of Joan Sweeney's <i>Me on the Map</i>.</p>	<p>25-27 in Chapter 3 of <i>Social Studies Alive</i>. Complete <i>Interactive Student Notebook</i> page 10.</p>	<p>Chapter 3 of <i>Social Studies Alive</i>. Complete <i>Lesson Masters</i> page 11.</p> <p>Students will then play the "Floor Maps Game" found on page 11 in the Interactive Student Notebook.</p>	<p>Read Student Text page 29 in Chapter 3 of <i>Social Studies Alive</i>.</p> <p>Students will then play the "Compass Rose Game" found on <i>Lesson Masters</i> pages 12 & 13.</p> <p>Students will then complete pages 12 & 13 in the Interactive Student Notebook.</p>	<p>Activities: Complete Mapping a Trip step 1 in Lesson Guide. Read Student Text page 30-35 in Chapter 3 of <i>Social Studies Alive</i>.</p> <p>The teacher will then lead the class in a game of Who Has a Map? To do this, the teacher will hand out a variety of maps (globe, political map, physical map, grid map, etc.) to groups of students. The teacher will then call out a question and students whose map answers the questions should stand and hold up their map. Sample questions: - Who has a map that would help them find Australia? - Who has a map with a map key? - Who has a map that can help them find a library?</p>
<p>Lesson 6: Mid-Unit Assessment</p> <p>Materials:</p> <ul style="list-style-type: none"> Chapter 3 Assessment (<i>Lesson Masters</i> pages 14-15). Interactive Student Notebook pages 16 & 17. Barefoot Island (free download from TpT). <p>Activities: Students will complete a map skills assessment to show what they have learned so far. Options include the Chapter 3 written assessment, "Creating Your Own Playground Grid Map," and "Barefoot Island" creating an island map.</p>	<p>Lesson 7: Continents and Oceans</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Continents and Oceans</i> song Nesting Cups activity <p>Activities: Students will fill in a map of the seven continents and four oceans. To help them remember them, have students learn the <i>Continents and Oceans</i> song.</p> <p>Students will then create nesting cups to show the difference between a continent, country, and state.</p>	<p>Lesson 8: Exploring Geography</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 41 in Lesson Guide for Chapter 4 preview. <p>Activities: Follow <i>Social Studies Alive</i> Chapter 4 Student Text pages 36 and 37. Students will then complete <i>Interactive Student Notebook</i> page 19.</p>	<p>Lesson 9: Landforms</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 41 in Lesson Guide for Chapter 4. <i>Lesson Masters</i> pages 18-20. <p>Optional Resource: • <i>Geography from A-Z</i> by Harriett Baron</p> <p>Activities: Follow <i>Social Studies Alive</i> Chapter 4 Student Text pages 36 and 37. Students will then complete <i>Interactive Student Notebook</i> page 19.</p>	<p>Lesson 10: How We Use Physical Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See pages 42-43 in Lesson Guide for Chapter 4. <i>Lesson Masters</i> page 21. Interactive Desk Maps <p>Optional Resource: • <i>Maps and Globes</i> (pg. 28-33) by Harriett Baron</p> <p>Activities: Read pages 42 and 43 in the <i>Social Studies Alive</i> Student Textbook. Students will then complete <i>Interactive Student Notebook</i> pages 22 and 23.</p>
<p>Lesson 11: Climate</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See pages 43 & 44 in Lesson Guide for Chapter 4. <p>Activities: Read pages 44-47 in the <i>Social Studies Alive</i> Student Textbook. Students will then complete <i>Interactive Student Notebook</i> pages 24 and 25.</p>	<p>Lesson 12: End of Unit Assessment (Choose 1)</p> <p>Materials:</p> <ul style="list-style-type: none"> Chapter 4 Assessment (<i>Lesson Masters</i> pages 22 & 23). <p>OR</p> <ul style="list-style-type: none"> Map Skills Scoot <p>Activities: Students will complete either the <i>Social Studies Alive</i> Chapter 4 Assessment or complete the Map Skills Scoot.</p>			

Differentiate Instruction, depending on individual student need (IEP, MLL/ELL; At Risk; Gifted G&T) by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson

- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Differentiate Instruction, depending on individual student's 504 need by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions

- Sit where they learn best (for example, near the teacher, away from distractions)
- Take a test in small group setting
- Use sensory tools
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn alternate material

Subject Area: Social Studies
Grade Level: 3

Unit 2:
Culture and Economy

Dates: December-March

Time Frame: 14 weeks

Overview

Students will have an understanding of cultures that make up the larger culture in the United States and in Bedminster Township. Students will be able to compare and contrast cultures around the world. Students will develop an understanding of the United States economy and the decisions involved in making smart choices in the economy.

Enduring Understandings

- People have desire to move to the United States for a variety of opportunities provided in the country.
- Since many people immigrated to the United States from other countries around the world, they have brought along pieces of their culture which have shown in the culture of the United States.
- Cultures around the world have similarities and differences.
- Goods and services are provided by producers and consumers trade goods (often money) to purchase these goods and services.
- The use of money by citizens is impacted by the economy.
- Making a plan to use money wisely has a positive impact on one's future.
- Global trade is a way to get many of the goods and services a community needs while also giving goods and services to other communities.

Skill and Knowledge Objectives

- Read a map. (Lesson 4)
- Organize information about the Lenapes, Chumash, and Comanches in chart form. (Lesson 5)
- Sequence events on a timeline. (Lesson 9)
- Analyze why and how people immigrate to the United States. (Lesson 4)
- Compare benefits and drawbacks of immigrating to the United States. (Lesson 4)
- Evaluate benefits & costs, including opportunity costs, as a way of making an important decision. (Lesson 4)
- Distinguish between primary and secondary sources. (Lesson 4 & Citizenship Throughout the Day-Solving Problems in School and Your Community/Finding Helpful Sources)
- Identify specific examples (food, holidays, languages, traditions) of cultural diversity. (Lesson 5)
- Identify cultural contributions of diverse groups to Bedminster Township. (Lesson 5)
- Identify basic human needs (food, clothing, shelter). (Lesson 5)
- Compare how the Lenapes, Chumash, and Comanches adapt to their physical environments and use natural resources to meet their basic needs. (Reading Further-Lesson 5)
- Compare your life in Bedminster to a child's life in countries on all six habitable continents (Canada, Paraguay, Japan, Hungary, Australia, and Nigeria). (Lesson 7)
- Explain what goods and services are and how they are used in a free market economy. (Lesson 8)
- Analyze how scarcity forces people to make decisions, and that decisions have benefits and costs. (Lesson 8)
- Describe the free market economy of the United States. (Lesson 8)
- Identify the differing interests of buyers and sellers in a market concerning price. (Lesson 9)
- Explain the effects of supply and demand on prices. (Lesson 9)
- Predict and explain what will happen to prices when supply or demand changes. (Lesson 9)
- Describe why and how people save money. (Lesson 10)
- Analyze various financial situations and debate the best course of action to take. (Lesson 10)
- Decide how to allocate money to various budget categories. (Reading Further-Lesson 10)
- Analyze global trade. (Lesson 11)
- Identify the benefits and downfalls of global trade for various countries. (Lesson 11)
- Identify products sold in local communities that are involved in global trade & where they come from around the world. (Lesson 11)

Assessments

Benchmark:

- TCI

Pre-Assessment:

- Frontload Vocabulary (Words to Know): *Found under Lesson Guide on the TeachTCI website.*

Formative Assessment:

- Student participation
- Teacher observation of student discussion during reading
- Dry Erase Map Activities

Self-Reflection/Self-Assessment:

- Exit cards
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- Written Assessment (See model)

Resources

- TCI textbook, Interactive notebook in print, and online resources.

TCI main page for sign-in for students and teachers. Allows access to textbooks, interactive workbooks, lesson games, assessments through TCI, grades from online activities, and assignments.

- <https://www.teachtci.com/>

- TCI blog spot for additional activities
<https://www.teachtci.com/blog/>

At Table of Contents, you will see the Lessons (chapters), if you click them, you can see the complete lesson, plus it is broken down into sections. It shows Vocabulary, Preview, Further Reading, Activities, Processing, and the complete lesson. This page also has headers for Differentiation, Enhanced Learning, and Lesson Guide options. On these pages, you will also find your menu buttons for Materials, Assignments, Assessments (from TCI, not the common assessment), Gradebook, and Resources. This resources button has the media library with pictures from that lesson, the pacing guide, correlations, and other resources. The other resources are PDF files attached below.

Video Resources:

Lesson 4: Settling in the United States

- Immigration
<https://www.brainpop.com/socialstudies/culture/immigration/>
- Ellis Island Brainpop jr.
<https://jr.brainpop.com/socialstudies/americanhistory/ellisland/>
- Citizenship
<https://www.brainpop.com/socialstudies/usgovernment/citizenship/>
- Rights and responsibilities of citizens brainpop jr
<https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/>

Lesson 5: Diversity in the United States

- Culture
<https://app.discoveryeducation.com/learn/videos/83cc7e87-fb2c-40f3-8fc3-6776de925f62/>
- Customs
<https://app.discoveryeducation.com/learn/videos/ec801e71-aac8-4382-9ad6-3e863452ca95/>

Lesson 7: Cultures Around the World

<https://app.discoveryeducation.com/learn/videos/c3d68670-a361-4e28-9150-57868ccd8809/>

Lessons 8 through 11: Economy and Money

- Goods & Services BrainPop Jr.:
<https://jr.brainpop.com/socialstudies/economics/goodsandservices/>
- Goods and services and budget
<https://app.discoveryeducation.com/learn/videos/a034491b-fe5c-492a-9102-1d48af13fdf3/>
- Saving & Spending BrainPop Jr.:
<https://jr.brainpop.com/socialstudies/economics/savingandspending/>
- Supply and demand
<https://www.brainpop.com/math/dataanalysis/supplyanddemand/>
- Money
<https://www.brainpop.com/socialstudies/economics/money/>
- Interest
<https://www.brainpop.com/math/ratioproportionandpercent/interest/>
- Money and Saving/Interest
<https://app.discoveryeducation.com/learn/videos/62319d0c-9ea4-438f-85cb-92e1d5593359/>
- Budget
<https://www.brainpop.com/math/dataanalysis/budgets/>
- Natural resources
<https://www.brainpop.com/science/energy/naturalresources/>
- Economy in and Between Communities (full video)
<https://app.discoveryeducation.com/learn/videos/bc068f1a-50e1-4909-8691-620790475d33/>
- Markets
<https://app.discoveryeducation.com/learn/videos/7cf44691-3e19-493b-9188-6c77de22326e/>

Standards

NJ Social Studies Learning Standards:

- 6.1.4.A.13 Describe the process by which immigrants become United States citizens.
- 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 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.
- 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.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.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- 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.3 Explain why incentives vary between and among producers and consumers.
- 6.1.4.C.4 Describe how supply and demand influence price and output of products.
- 6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.
- 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.C.13 Examine the qualities of entrepreneurs in a capitalistic society.
- 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.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.14 Trace how the American identity evolved.
- 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 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.

NJ: 2016 SLS: English Language Arts:

- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text complexity (See Appendix A) or above, with scaffolding as needed.
- 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.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 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).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons.
- W.3.1d. Provide a conclusion.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
- W.3.2a. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
- W.3.2b. Develop the topic with facts, definitions, and details.
- W.3.2c. Provide a conclusion.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative techniques, descriptive details, and clear event sequences.
- W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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.

- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 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.3.1a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.3.1b. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion).
- SL.3.1c. Ask questions to check understanding of the information presented, stay on topic and link their comments to the remarks of others.
- SL.3.1d. Explain their ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.3a. Choose words and phrases for effect.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.
- L.3.5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.3.5b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

NJSLS: 21st Century Life Skills 9.4, Careers 9.2 Financial Literacy 9.1:

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 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

NJSLS Standard 8.1 - Computer Science and Design Thinking

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

Unit 2: Culture and Economy

<p>Days 1-3: Lesson 1: Settling in the United States (TCI Lesson 4: PREVIEW & ACTIVITY)</p> <p>Essential Question: How do people become part of our country?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 4 <p>Activities: In an Experiential Exercise, students explore the reasons why people immigrate, the challenges immigrants face in getting to the United States, and some of the benefits and drawbacks of being an immigrant.</p>	<p>Day 4: Lesson 1: Settling in the United States (TCI Lesson 4)</p> <p>Essential Question: How do people become part of our country?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 4 <p>Activities: Students will choose an idea learned in the lesson to describe and illustrate.</p>	<p>Days 5 & 6: Lesson 1: Settling in the United States (TCI Lesson 4: PROCESSING)</p> <p>Essential Question: How do people become part of our country?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 4 <p>Activities: Students conduct an interview. They will then write a biographical sketch based on the interview.</p>	<p>Day 7: Lesson 1: Settling in the United States (TCI Lesson 4: READ & DO)</p> <p>Essential Question: How do people become part of our country?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 4 Interactive Notebook page 37 <p>Activities: Have students read One Immigrant's Story (TCI pages 68-75) and complete the Read & Do activity in the Reading Further lesson. Have students complete Interactive Notebook page 37.</p>	<p>Day 1: Lesson 2: Diversity in the United States (TCI Lesson 5)</p> <p>Essential Question: What different groups of people make up our culture?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 5 <p>Activities: In a Response Group activity, students explore cultural diversity by looking at the contributions of different cultures in the categories of foods, languages, holidays, and traditions, and they brainstorm lists of additional contributions.</p>
<p>Day 2: Lesson 2: Diversity in the United States (TCI Lesson 5)</p> <p>Essential Question: What different groups of people make up our culture?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 5 Interactive Notebook pg. 49 <p>Activities: Complete the Reading Further lesson on Many People, Many Ways of Life (TCI pages 90-95). Have students complete Interactive Notebook page 49.</p>	<p>Days 3-5: Lesson 2: Diversity in the United States (TCI Lesson 5)</p> <p>Essential Question: What different groups of people make up our culture?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 5 <p>Activities: Students will prepare and deliver an oral presentation about cultural contributions.</p>	<p>Days 1 & 2: Lesson 3: Cultures Around the World (TCI Lesson 7)</p> <p>Essential Question: How are people around the world alike and different?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 7 <p>Activities: In a Writing for Understanding activity, pairs read about six children from communities around the world and study artifacts related to the children's daily lives. Students use Venn diagrams to note similarities and differences between their lives and those of the children they read about.</p>	<p>Day 3: Lesson 3: Cultures Around the World (TCI Lesson 7)</p> <p>Essential Question: How are people around the world alike and different?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 7 Interactive Notebook page 69. <p>Activities: Complete the Reading Further lesson on The Story of Mexico City (TCI pages 132-137). Have students complete Interactive Notebook page 69.</p>	<p>Days 4 & 5: Lesson 3: Cultures Around the World (TCI Lesson 7)</p> <p>Essential Question: How are people around the world alike and different?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 7 Interactive Notebook page 69. <p>Activities: Students will write a letter comparing their lives to that of a child in another country.</p>
<p>Day 6: Lesson 3: Cultures Around the World (TCI Lesson 7)</p> <p>Essential Question: How are people around the world alike and different?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 7 Interactive Notebook page 69. <p>Activities: Students will review a partner's letter and suggest revisions. Then, revise their letter based on peer review.</p>	<p>Days 1 & 2: Lesson 4: Understanding Our Economy (TCI Lesson 8)</p> <p>Essential Question: How do we buy and sell things?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 8 <p>Activities: In a Visual Discovery, students analyze a series of images about the economy and bring two of them to life. Then students ask questions about our economy, gather and evaluate sources, write explanations using claims and evidence, and present to the class.</p>	<p>Day 3: Lesson 4: Understanding Our Economy (TCI Lesson 8)</p> <p>Essential Question: How do we buy and sell things?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 8 Interactive Notebook pages 74-75. <p>Activities: Complete the Reading Further lesson on Making Mail Faster (TCI pages 150-155). Have students complete Interactive Notebook pages 74-75.</p>	<p>Days 1-2: Lesson 5: Choices in a Free Market (TCI Lesson 9)</p> <p>Essential Question: Why do prices change in our economy?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 9 <p>Activities: In an Experiential Exercise, students discover what happens to prices when supply and demand change. Students then predict what will happen to prices in hypothetical situations that affect supply or demand.</p>	<p>Day 3: Lesson 5: Choices in a Free Market (TCI Lesson 9)</p> <p>Essential Question: Why do prices change in our economy?</p> <p>Materials:</p> <ul style="list-style-type: none"> Social Studies Alive Student Textbook Lesson Guide for Chapter 9 Interactive Notebook page 82. <p>Activities: Complete the Reading Further lesson on Becoming an Entrepreneur (TCI pages 168-171). Have students complete Interactive Notebook page 82.</p>
<p>Days 1-2: Lesson 6: Using Money Wisely</p>	<p>Day 3: Lesson 6: Using Money Wisely</p>	<p>Days 1-2: Lesson 7: The United States and</p>	<p>Day 3: Lesson 7: The United States and</p>	<p>Lesson 8: Assessment</p>

<p>(TCI Lesson 10)</p> <p>Essential Question: Why do we save money?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 10 <p>Activities: In a Response Group activity, students analyze a variety of situations dealing with money.</p>	<p>(TCI Lesson 10)</p> <p>Essential Question: Why do we save money?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 10. • Interactive Notebook page 89. <p>Activities: Complete the Reading Further lesson on Creating a budget (TCI pages 182-185). Have students complete Interactive Notebook page 89.</p>	<p>Global Trade (TCI Lesson 11)</p> <p>Essential Question: How does global trade affect our economy?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 11 <p>Activities: In an Experiential Exercise, students take on the roles of countries around the world and use a ball of yarn to create a trade web connecting all the countries to one another.</p>	<p>Global Trade (TCI Lesson 11)</p> <p>Essential Question: How does global trade affect our economy?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 11. • Interactive Notebook page 97. <p>Activities: Complete the Reading Further lesson on How Trade Is Changing Bengaluru (TCI pages 198-201). Have students complete Interactive Notebook page 97.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Gr. 3 Unit 2 Common Assessment <p>Activities: Students will take the Grade 3 Unit 2 Common assessment.</p>
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Differentiate Instruction, depending on individual student needs

Unit 2: Maps Skills

<p>Lesson 1: Why We Need Maps</p> <p>Materials: Social Studies Alive</p> <ul style="list-style-type: none"> • See Lesson Guide for Ch. 3 Preview steps 1 and 2 • For step 3, read <i>Me on the Map</i> by Joan Sweeney; continue treasure hunt) <p>Activities: 1) Students will participate in a classroom scavenger in order to illustrate the need to use maps. 2) Teacher will do a read aloud of Joan Sweeney's <i>Me on the Map</i>.</p>	<p>Lesson 2: How We Use Map Keys</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • See page 26 in Lesson Guide for Chapter 3 Phase 1. <p>Activities: Read Student Text pages 25-27 in Chapter 3 of <i>Social Studies Alive</i>. Complete <i>Interactive Student Notebook</i> page 10.</p>	<p>Lesson 3: How We Use Grid Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • See page 27-28 in Lesson Guide for Chapter 3 Phase 2. <p>Activities: Read Student Text pages 29 in Chapter 3 of <i>Social Studies Alive</i>. Complete <i>Lesson Masters</i> page 11. Students will then play the "Floor Maps Game" found on page 11 in the Interactive Student Notebook.</p>	<p>Lesson 4: How We Use a Compass Rose and Cardinal Directions</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • See page 28-29 in Lesson Guide for Chapter 3 Phases 3 & 4. <p>Activities: Read Student Text page 29 in Chapter 3 of <i>Social Studies Alive</i>. Students will then play the "Compass Rose Game" found on <i>Lesson Masters</i> pages 12 & 13. Students will then complete pages 12 & 13 in the Interactive Student Notebook.</p>	<p>Lesson 5: How We Use Different Types of Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • See page 30 (steps 1-4) in Lesson Guide for Chapter 3 Reading Further. • Pages 12-23 of <i>Maps and Globes</i> by Harriett Barton <p>Activities: Complete Mapping a Trip step 1 in Lesson Guide. Read Student Text page 30-35 in Chapter 3 of <i>Social Studies Alive</i>. The teacher will then lead the class in a game of Who Has a Map? To do this, the teacher will hand out a variety of maps (globe, political map, physical map, grid map, etc.) to groups of students. The teacher will then call out a question and students whose map answers the questions should stand and hold up their map. Sample questions: - <i>Who has a map that would help them find Australia?</i> - <i>Who has a map with a map key?</i> - <i>Who has a map that can help them find a library?</i></p>
<p>Lesson 6: Mid-Unit Assessment</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Chapter 3 Assessment (Lesson Masters</i> pages 14-15). • Interactive Student Notebook pages 16 & 17. • Barefoot Island (free download from TpT). <p>Activities: Students will complete a map skills assessment to show what they have learned so far. Options include the Chapter 3 written assessment, "Creating Your Own Playground Grid</p>	<p>Lesson 7: Continents and Oceans</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Continents and Oceans</i> song • Nesting Cups activity <p>Activities: Students will fill in a map of the seven continents and four oceans. To help them remember them, have students learn the <i>Continents and Oceans</i> song. Students will then create nesting cups to show the difference between a continent, country, and state.</p>	<p>Lesson 8: Exploring Geography</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • See page 41 in Lesson Guide for Chapter 4 preview. <p>Activities: Follow <i>Social Studies Alive Chapter 4 Student Text</i> pages 36 and 37. Students will then complete <i>Interactive Student Notebook</i> page 19.</p>	<p>Lesson 9: Landforms</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • See page 41 in Lesson Guide for Chapter 4. • Lesson Masters pages 18-20. <p>Optional Resource: • <i>Geography from A-Z</i> by Harriett Baron</p> <p>Activities: Follow <i>Social Studies Alive Chapter 4 Student Text</i> pages 36 and 37. Students will then complete <i>Interactive Student Notebook</i> page 19.</p>	<p>Lesson 10: How We Use Physical Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • See pages 42-43 in Lesson Guide for Chapter 4. • Lesson Masters page 21. • Interactive Desk Maps <p>Optional Resource: • <i>Maps and Globes</i> (pg. 28-33) by Harriett Barton</p> <p>Activities: Read pages 42 and 43 in the <i>Social Studies Alive</i> Student</p>

Map," and "Barefoot Island" creating an island map.				Textbook. Students will then complete Interactive Student Notebook pages 22 and 23.
<p>Lesson 11: Climate</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • See pages 43 & 44 in Lesson Guide for Chapter 4. <p>Activities:</p> <p>Read pages 44-47 in the <i>Social Studies Alive</i> Student Textbook. Students will then complete the Interactive Student Notebook on pages 24 and 25.</p>	<p>Lesson 12: End of Unit Assessment (Choose 1)</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Chapter 4 Assessment (Lesson Masters</i> pages 22 & 23). <p>OR</p> <ul style="list-style-type: none"> • Map Skills Scoot <p>Activities:</p> <p>Students will complete either the <i>Social Studies Alive</i> Chapter 4 Assessment or complete the Map Skills Scoot.</p>			

Differentiate Instruction, depending on individual student need (IEP, MLL/ELL; At Risk; Gifted G&T) by: Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions

- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Differentiate Instruction, depending on individual student's 504 need by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where they learn best (for example, near the teacher, away from distractions)
- Take a test in small group setting
- Use sensory tools
- Use noise buffers such as headphones, ear phones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn alternate skill

Subject Area: Social Studies

Grade Level: 3

Unit 3:

Your Government

Dates: March-May

Time Frame: 10 weeks

Overview

Students will have an understanding that the government is broken into the local, state, and federal levels and that each level has important responsibilities. The students will understand the roles and responsibilities of government officials in Bedminster Township. As citizens, students will also understand how they have a voice in their community and how they can help their community and the world around them.

Enduring Understandings

- Bedminster Township has various community services that keep the town clean, safe, and fun.
- The local, state, and federal government are in charge of creating and enforcing laws to keep our community safe. Each has different parts that are responsible for different aspects of our community, state, and country.
- Citizens are able to express their feelings by voting and talking to appropriate members of the government.
- All citizens have the ability to care for their environment and the world around them.

Skill and Knowledge Objectives

- Use a bar graph and a pictograph to represent numerical data. (L12)
- Distinguish between public and private services. (L12)
- Analyze artifacts (pictures of various items around a community) and their relation to various public services (e.g. public works, police, fire, etc.). (L12)
- Evaluate the relative importance of different public services. (L12)
- How Benjamin Franklin showed public virtue, include role helping start public services (L12)
- Describe the main responsibilities of individuals and departments in community government. (L13)
- Determine offices of community government appropriate for dealing with various issues. (L13)
- Identify the three main levels of government in the US and basic law they must obey. (L13)
- Classify selected government leaders and functions by level of government. (L13)
- Identify four ways for people to have a voice in their community. (L14)
- Evaluate arguments for opposing positions on an issue in your community or school. (L14)
- Describe a step-by-step process for preparing to vote responsibly in an election. (L14)
- Compare solutions to problems and choose the best option. (L15)
- Classify sources of energy as renewable or nonrenewable. (L15)
- Identify the consequences of using various sources of energy. (L15)
- Identify specific ways of showing public virtue. (L16)

Assessments

Benchmark:

- TCI

Pre-Assessment:

- Frontload Vocabulary (Words to Know): *Found under Lesson Guide on TeachTCI website.*

Formative Assessment:

- Student participation
- Teacher observation of student discussion during reading

Self-Reflection/Self-Assessment:

- Exit cards
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- Unit 3 Common Assessment

Resources

- TCI textbook, Interactive notebook in print, and online resources.
- TCI main page for sign in for students and teachers. Allows access to textbook, interactive workbook, lesson games, assessments through TCI, gradebook from online activities, and assignments.
<https://www.teachtci.com/>
- TCI blog spot for additional activities
<https://www.teachtci.com/blog/>

At Table of Contents, you will see the Lessons (chapters), if you click them, you can see the complete lesson, plus it is broken down into sections. It shows Vocabulary, Preview, Further Reading, Activities, Processing, and the complete lesson. This page also has headers for Differentiation, Enhanced Learning, and Lesson Guide options. On these pages, you will also find your menu buttons for Materials, Assignments, Assessments (from TCI, not the common assessment), Gradebook, and Resources. This resources button has the media library with pictures from that lesson, the pacing guide, correlations, and other resources. The other resources are PDF files attached below.

Lesson 12:

- Public Service Workers Discovery Education Video:
<https://app.discoveryeducation.com/learn/videos/e31204fa-4ecd-4d5d-99cc-ad34fd30c700/>
- Taxes Discovery Education Video:
<https://app.discoveryeducation.com/learn/videos/0592a3dc-b5f2-49a7-b8c2-f1eb8e6383c0/>

Lesson 13:

- Local & State Government BrainPop Jr. Video:
<https://jr.brainpop.com/socialstudies/government/localandstategovernments/>
- Branches of Government BrainPop Jr. Video:
<https://jr.brainpop.com/socialstudies/government/branchesofgovernment/>
- Branches of Government BrainPop Video:
<https://www.brainpop.com/socialstudies/usgovernment/branchesofgovernment/>
- Three Branches of Government Discovery Education Video:
<https://app.discoveryeducation.com/learn/videos/0dbe0a0a-404d-4893-99cb-c46c7ac222eb/>
- Our Government Discovery Education Video:
<https://app.discoveryeducation.com/learn/videos/7370f183-894d-4aba-beba-b19cca22fc9d/>
- The Constitution Discovery Education Video (Reading Further-Chapter 13):
<https://app.discoveryeducation.com/learn/videos/ea4fbb11-4c68-4819-ba21-d7858503d209/>

Lesson 15:

- Natural Resources BrainPop Jr. Video: <https://jr.brainpop.com/science/conservation/naturalresources/>

Lesson 16:

- Reduce, Reuse & Recycle BrainPop Jr. Video:
<https://jr.brainpop.com/health/beresponsible/reducereuserecycle/>
- Caring for Environment Tree Activity:
<http://msrobertslessonplans.blogspot.com/2013/03/how-to-make-caring-for-creation-tree.html>

Standards

NJ Social Studies Learning Standards:

- 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.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
- 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits 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.7 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.
- 6.1.4.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.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.4.A.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.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
- 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 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.
- 6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
- 6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
- 6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- 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.8 Compare ways people choose to use and distribute natural resources.
- 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- 6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
- 6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.
- 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.
- 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.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.
- 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.14 Trace how the American identity evolved over time.

- 6.1.4. D.17 Explain the role of historical symbols, monuments, & holidays & 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.
- 6.3. 4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJ: 2016 SLS: English Language Arts:

- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- 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.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 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).
- RI.3.8. Describe the logical connection between particular sentences & paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b. Provide reasons that support the opinion.
- W.3.1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.
- 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.3.1a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.3.1b. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with

- care, speaking one at a time about the topics and texts under discussion).
- SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - SL.3.1d. Explain their own ideas and understanding in light of the discussion.
 - SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 - SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
 - SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
 - L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.3.2c. Use commas and quotation marks in dialogue.
 - L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.3.3a. Choose words and phrases for effect.*
 - L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.
 - L.3.5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - L.3.5b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

NJSLS: 21st Century Life Skills 9.4, Careers 9.2 Financial Literacy 9.1:

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.2: Identify how you might like to earn an income
- 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

NJSLS Standard 8.1 - Computer Science and Design Thinking

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

Unit 3: Your Government

<p>Days 1-2: Lesson 1: Providing Public Services (TCI Lesson 12)</p> <p>Essential Question: What different services does our community have?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 12 <p>Activities: In a Social Studies Skill Builder, students analyze artifacts related to the six public services and then read about the services.</p>	<p>Day 3: Lesson 1: Providing Public Services (TCI Lesson 12)</p> <p>Essential Question: What different services does our community have?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 12 <p>Activities: Students will orally debate the importance of various public services.</p>	<p>Day 4: Lesson 1: Providing Public Services (TCI Lesson 12)</p> <p>Essential Question: What different services does our community have?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 12 <p>Activities: Students will write a proclamation.</p>	<p>Day 5: Lesson 1: Providing Public Services (TCI Lesson 12)</p> <p>Essential Question: What different services does our community have?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 12 • <i>Benjamin Franklin, Public Servant</i> (Lesson 12, p.220-223) • Interactive Notebook pages 110-111. <p>Activities: Have students read <i>Benjamin Franklin, Public Servant</i> (Lesson 12, p.220-223) and complete the Read & Do activity in the Reading Further lesson. Have students complete Interactive</p>	<p>Days 1-2: Lesson 2: Government in the United States (TCI Lesson 13)</p> <p>Essential Question: How is our government set up?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 13 <p>Activities: In a Writing for Understanding activity, students read letters to city hall, choose the office best suited to deal with the issue raised in each letter, and write a short response.</p>
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			Workbook p. 110-111.						
<p>Day 2: Lesson 2: Government in the United States (TCI Lesson 13)</p> <p>Essential Question: How is our government set up?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 13 • <i>The Constitution Protects Our Rights</i> (Lesson 13, p. 240-245) • Interactive Notebook pages 124-125 <p>Activities: Have students read <i>The Constitution Protects Our Rights</i> (Lesson 13, p. 240-245) and complete the Read & Do activity in the Reading Further lesson. Have students complete Interactive Workbook p. 124-125.</p>	<p>Days 1-2: Lesson 3: Citizenship and Participation (TCI Lesson 14)</p> <p>Essential Question: How do we have a voice in our community?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 14 <p>Activities: In a Visual Discovery activity, they use their acting skills to bring to life images of public meetings, peaceful demonstrations, support for candidates, and voting.</p>	<p>Day 3: Lesson 3: Citizenship and Participation (TCI Lesson 14)</p> <p>Essential Question: How do we have a voice in our community?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 14 • <i>Making Your Voice Count</i> (page. 258-261) • Interactive Notebook pages 133-134. <p>Activities: Have students read <i>Making Your Voice Count</i> (page. 258-261) and complete the Read & Do activity in the Reading Further lesson. Have students complete Interactive Workbook p. 133-134.</p>	<p>Days 4-5: Lesson 3: Citizenship and Participation (TCI Lesson 14)</p> <p>Essential Question: How do we have a voice in our community?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 14 <p>Activities: The teacher will present the class with several current event issues. Students will then write brief statements giving supporting reasons for the positions taken on each issue.</p> <p>Students will then make a short speech taking a position on an issue in an attempt to convince their classmates to take the same viewpoint as them. Students in the audience will listen to opposing views before making a decision on an issue.</p>	<p>Days 1-2: Lesson 4: Protecting the Environment (TCI Lesson 15)</p> <p>Essential Question: How can we care for the environment?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 15 • <i>Finding New Sources of Energy</i> (p.276-279) • Interactive Notebook pages 142-143. <p>Activities: Have students read <i>Finding New Sources of Energy</i> (p.276-279) and complete the Read & Do activity in the Reading Further lesson. Have students complete Interactive Workbook p. 142-143.</p>	<p>Day 3: Lesson 4: Protecting the Environment (TCI Lesson 15)</p> <p>Essential Question: How can we care for the environment?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 16 • <i>Learning About Others Through Art</i> (Lesson 16, p. 292-295) • Interactive Notebook pages 154. <p>Activities: Have students read <i>Learning About Others Through Art</i> (p. 292-295) and complete the Read & Do activity in the Reading Further lesson. Have students complete Interactive Workbook p. 154.</p>	<p>Days 1-2: Lesson 5: Making a Difference in the World (TCI Lesson 16)</p> <p>Essential Question: How can we help the world around us?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 16 <p>Activities: In a Problem Solving Groupwork activity, students design, present, and implement a class project to help the world around them.</p>	<p>Day 3: Lesson 5: Making a Difference in the World (TCI Lesson 16)</p> <p>Essential Question: How can we help the world around us?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 16 • <i>Learning About Others Through Art</i> (Lesson 16, p. 292-295) • Interactive Notebook pages 154. <p>Activities: Have students read <i>Learning About Others Through Art</i> (p. 292-295) and complete the Read & Do activity in the Reading Further lesson. Have students complete Interactive Workbook p. 154.</p>	<p>Day 4-6: Lesson 4: Protecting the Environment (TCI Lesson 15)</p> <p>Essential Question: How can we care for the environment?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 15 <p>Activities: Students will research and present solutions to environmental problems offered by others in one of the following ways: - Write lyrics to a rap song to present a solution to an environmental problem. - Research and create a cartoon to illustrate an environmental problem and solution in the local community.</p>	<p>Day 4-6: Lesson 5: Making a Difference in the World (TCI Lesson 16)</p> <p>Essential Question: How can we help the world around us?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 16 <p>Activities: Students will consider issues that are happening in the world around them and what they can do to help. Students will work independently or in groups to develop a detailed proposal for a class project to help the world around them.</p>
<p>Day 7: Lesson 5: Making a Difference in the World (TCI Lesson 16)</p> <p>Essential Question: How can we help the world around us?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 16 <p>Activities: Students will orally present their proposals for a class project and answer questions. The audience will listen carefully to oral presentations of project ideas and ask appropriate questions. The class will select one class project to undertake over the next few weeks.</p>	<p>Weeks to follow... Lesson 5: Making a Difference in the World (TCI Lesson 16)</p> <p>Essential Question: How can we help the world around us?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • Lesson Guide for Chapter 16 <p>Activities: Students will keep a daily journal of the progress of their class project.</p>	<p>Lesson 6: Assessment</p> <p>Materials:</p> <ul style="list-style-type: none"> • Unit 3 Common Assessment <p>Activities: Students will take the Unit 3 Common Assessment.</p>							

Unit 2: Maps Skills

<p>Lesson 1: Why We Need Maps</p> <p>Materials: <i>Social Studies Alive</i></p> <ul style="list-style-type: none"> • See Lesson Guide for Ch. 3 Preview steps 1 and 2 • For step 3, read <i>Me on the Map</i> by Joan Sweeney; continue treasure hunt) <p>Activities: 1) Students will participate in a classroom scavenger in order to illustrate the need to use</p>	<p>Lesson 2: How We Use Map Keys</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • See page 26 in Lesson Guide for Chapter 3 Phase 1. <p>Activities: Read Student Text pages 25-27 in Chapter 3 of <i>Social Studies Alive</i>. Complete <i>Interactive Student Notebook</i> page 10.</p>	<p>Lesson 3: How We Use Grid Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • See page 27-28 in Lesson Guide for Chapter 3 Phase 2. <p>Activities: Read Student Text pages 28 in Chapter 3 of <i>Social Studies Alive</i>. Complete <i>Lesson Masters</i> page 11. Students will then play the</p>	<p>Lesson 4: How We Use a Compass Rose and Cardinal Directions</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • See page 28-29 in Lesson Guide for Chapter 3 Phases 3 & 4. <p>Activities: Read Student Text page 29 in Chapter 3 of <i>Social Studies Alive</i>.</p>	<p>Lesson 5: How We Use Different Types of Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive</i> Student Textbook • See page 30 (steps 1-4) in Lesson Guide for Chapter 3 Reading Further. • Pages 12-23 of <i>Maps and Globes</i> by Harriet Barton <p>Activities: Complete Mapping a Trip step 1 in Lesson Guide. Read</p>
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<p>maps. 2) Teacher will do a read aloud of Joan Sweeney's <i>Me on the Map</i>.</p>		<p>"Floor Maps Game" found on page 11 in the Interactive Student Notebook.</p>	<p>Students will then play the "Compass Rose Game" found on <i>Lesson Masters</i> pages 12 & 13.</p> <p>Students will then complete pages 12 & 13 in the Interactive Student Notebook.</p>	<p>Student Text page 30-35 in Chapter 3 of <i>Social Studies Alive</i>.</p> <p>The teacher will then lead the class in a game of Who Has a Map? To do this, the teacher will hand out a variety of maps (globe, political map, physical map, grid map, etc.) to groups of students. The teacher will then call out a question and students whose map answers the questions should stand and hold up their map. Sample questions: - Who has a map that would help them find Australia? - Who has a map with a map key? - Who has a map that can help them find a library?</p>
<p>Lesson 6: Mid-Unit Assessment</p> <p>Materials:</p> <ul style="list-style-type: none"> Chapter 3 Assessment (<i>Lesson Masters</i> pages 14-15). Interactive Student Notebook pages 16 & 17. Barefoot Island (free download from TpT). <p>Activities: Students will complete a map skills assessment to show what they have learned so far. Options include the Chapter 3 written assessment, "Creating Your Own Playground Grid Map," and "Barefoot Island" creating an island map.</p>	<p>Lesson 7: Continents and Oceans</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Continents and Oceans</i> song Nesting Cups activity <p>Activities: Students will fill in a map of the seven continents and four oceans. To help them remember them, have students learn the <i>Continents and Oceans</i> song.</p> <p>Students will then create nesting cups to show the difference between a continent, country, and state.</p>	<p>Lesson 8: Exploring Geography</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 41 in <i>Lesson Guide</i> for Chapter 4 preview. <p>Activities: Follow <i>Social Studies Alive Chapter 4 Student Text</i> pages 36 and 37. Students will then complete <i>Interactive Student Notebook</i> page 19.</p>	<p>Lesson 9: Landforms</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 41 in <i>Lesson Guide</i> for Chapter 4. <i>Lesson Masters</i> pages 18-20. <p>Optional Resource: • <i>Geography from A-Z</i> by Harriett Baron</p> <p>Activities: Follow <i>Social Studies Alive Chapter 4 Student Text</i> pages 36 and 37. Students will then complete <i>Interactive Student Notebook</i> page 19.</p>	<p>Lesson 10: How We Use Physical Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See pages 42-43 in <i>Lesson Guide</i> for Chapter 4. <i>Lesson Masters</i> page 21. Interactive Desk Maps <p>Optional Resource: • <i>Maps and Globes</i> (pg. 28-33) by Harriett Baron</p> <p>Activities: Read pages 42 and 43 in the <i>Social Studies Alive</i> Student Textbook. Students will then complete <i>Interactive Student Notebook</i> pages 22 and 23.</p>
<p>Lesson 11: Climate</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See pages 43 & 44 in <i>Lesson Guide</i> for Chapter 4. <p>Activities: Read pages 44-47 in the <i>Social Studies Alive</i> Student Textbook. Students will then complete <i>Interactive Student Notebook</i> pages 24 and 25.</p>	<p>Lesson 12: End of Unit Assessment (Choose 1)</p> <p>Materials:</p> <ul style="list-style-type: none"> Chapter 4 Assessment (<i>Lesson Masters</i> pages 22 & 23). <p>OR</p> <ul style="list-style-type: none"> Map Skills Scoot <p>Activities: Students will complete either the <i>Social Studies Alive</i> Chapter 4 Assessment or complete the Map Skills Scoot.</p>			
<p>Differentiate Instruction, depending on individual student need (IEP, MLL/ELL; At Risk; Gifted G&T) by:</p> <p>Presentation Accommodations</p> <ul style="list-style-type: none"> Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes 				

- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so forgetful kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Differentiate Instruction, depending on individual student's 504 need by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where they learns best (for example, near the teacher, away from distractions)

- Take a test in small group setting
- Use sensory tools
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn alternate core skill

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