



**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Third Grade Social Studies**

**HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS**  
**Office of Curriculum and Instruction**  
**CURRICULUM MAP**

<b>COURSE TITLE</b>	Third Grade Social Studies							
<b>GRADE BAND</b>	x	K-4		5-6		7-8		9-12
<b>DEPARTMENT</b>	Social Studies							
<b>LAST REVISION DATE</b>	August 2022							
<b>BOE APPROVAL DATE</b>	September 19, 2022							

**COURSE OVERVIEW**

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Social Studies. The interdisciplinary nature of the Social Studies Standards allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Student Learning Standards have been noted in the areas of English Language Arts, Mathematics, Science, Health and Physical Education, World Languages, Visual and Performing Arts, Computer Science & Design Thinking, and Career Readiness, Life Literacies, & Key Skills.

This course is an overview of New Jersey history. It covers New Jersey state government, the roles of elected representatives, and human rights. New Jersey geography is covered through discussion of landforms, climate and weather, physical map, Nanticoke - Lenni Lenape people, and regions of New Jersey. Indigenous American history and culture is addressed through an exploration of the regions of New Jersey, tribes, and available natural resources. Immigration is examined through the lens of voluntary and involuntary immigration, beliefs, practices, cultures, customs, and human rights. Economics is discussed in the context of supply and demand, scarcity, opportunity cost, and a comparison of public and private goods.

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<b>UNIT OF STUDY</b>	Civics, Government, & Human Rights (New Jersey Govt.)
<b>PACING</b>	45 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● Why do we need governments?</li> <li>● Why is it important to protect our rights and understand our responsibilities?</li> <li>● How are the needs of individuals balanced with the needs of a community?</li> <li>● Why is it important to respect different perspectives, beliefs, and cultures?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Rules and laws are developed to protect people’s rights and the security and welfare of society.</li> <li>● Citizens demonstrate understanding of the need for fairness and take appropriate action against unfairness or violations of human rights.</li> <li>● Being part of a community means balancing the needs of individuals and a larger group of people.</li> <li>● People have different perspectives based on their experiences, including stereotyping, bias, prejudice, and discrimination.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Discuss why people elect leaders to create rules and laws for the benefit of a community.</li> <li>● Explain how laws can protect people’s human rights.</li> <li>● Recognize that people have unique individual perspectives and experiences.</li> <li>● Compare and contrast the needs of a community and an individual.</li> <li>● Select an activist and explain how they improved their community.</li> <li>● Explain how people’s perspectives can differ based on their experiences.</li> <li>● Design a solution to assist a group in your community that is facing prejudice or discrimination.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Writing Response: How can the government help solve problems?</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Letter to Governor: Students will work in small groups to review and discuss some of New Jersey’s state laws. The students will draft a letter to the current governor to express their opinion of the law.</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Summative Assessment I: Choose one problem that may concern the people of New Jersey. Create a bumper sticker to help raise awareness about this problem that needs to be changed. List ways this change can help citizens and your state.</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● Summative Assessment I</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b> <i>Must include the standard # &amp; verbiage</i>	

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- 6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.

#### **INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

#### ***Comprehensive Health & Physical Education***

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.
- 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

#### ***Computer Science & Design Thinking***

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. (Utilize a variety of online resources to explore the roles of state government and identify the steps of how a bill becomes a law.)
- 8.1.5.A.3 Use a graphic organizer to organize information about problems or issues. (Bumper Sticker- Brainstorm state issues and ways of solving this problem would make the community a better place - Summative Assessment.)
- 8.1.5.A.5 Create and use a database to answer basic questions. (Use a variety of digital databases to investigate roles of state government and identify the steps of how a bill becomes a law.)
- 8.1.5.B.1 Collaborate to produce a digital story about a significant local event or issue based on first-person interviews. (Compose letter to governor or state government official about local issues.)
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a

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variety of tasks. (Use of text and digital resources (i.e. teaching resources, Google Classroom, etc.) to learn about the roles of the branches of the NJ state government.)

- 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem. (Bumper Sticker - Brainstorm state issues and ways of solving this problem would make the community a better place- Summative Assessment.)

#### **English Language Arts**

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.4. 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.3.7. 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.3.9. 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.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.
- 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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. 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). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.

#### **Mathematics**

- None.

#### **Science**

- None.

#### **Visual & Performing Arts**

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<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>World Languages</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b>9.1-Personal Financial Literacy</b>
<ul style="list-style-type: none"> <li>• 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</li> </ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"> <li>• 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li> <li>• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> <li>• 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>• Governor, Representative, Judge, Mayor</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a> Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>
<ul style="list-style-type: none"> <li>• Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> <li>• Discussion of how human rights are protected (Holocaust Curriculum Mandate).</li> </ul>
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b> <i><a href="#">NJ SEL</a> sub-competencies are listed that are addressed in this unit</i>
<b>Self-Awareness</b>
<ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> </ul>
<b>Self-Management</b>
<ul style="list-style-type: none"> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> </ul>

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***Social Awareness***

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

***Relationship Skills***

- Utilize positive communication and social skills to interact effectively with others

***Responsible Decision-Making***

- Identify the consequences associated with one's actions in order to make constructive choices.
- Evaluate personal, ethical, safety, and civic impact of decisions

**MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

**RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- "Anti-Bias Building Blocks." ADL, 13 Sept. 2012, <https://www.adl.org/resources/tools-and-strategies/anti-bias-building-blocks>.
- Active Classroom, <https://www.activeclassroom.com>.
- "Creating an Anti-Bias Learning Environment." ADL, 14 Feb. 2014, <https://www.adl.org/resources/tools-and-strategies/creating-anti-bias-learning-environment>.
- Davids, Sharice, et al. *Sharice's Big Voice: A Native Kid Becomes a Congresswoman*. Harper, an Imprint of HarperCollinsPublishers, 2021.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- Eggers, Dave, and Shawn Harris. *What Can a Citizen Do?* Chronicle Books LLC, 2018.
- "Establishing a Safe Learning Environment." ADL, 30 Oct. 2012, <https://www.adl.org/resources/tools-and-strategies/establishing-safe-learning-environment>.
- Giesecke, Ernestine. State Government. Heinemann Library, 2010.
- "Global Trade." C3 Teachers, 7 Dec. 2021, <http://www.c3teachers.org/inquiries/global-trade/>.
- Google Arts & Culture, Google, <https://artsandculture.google.com/>.
- *Government for Kids: Citizenship to Governance: State and Federal Public Administration*. Baby Professor, Education Kids, 2017.
- Harris, Nancy. *What's a Governor?* Heinemann Library, 2008.
- "Learning For Justice." Learning for Justice, <https://www.learningforjustice.org/>.
- Russell-Brown, Katheryn, and Eric Velasquez. *She Was the First!: The Trailblazing Life of Shirley Chisholm*. Lee & Low Books Inc., 2020.

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- “Smithsonian Learning Lab Search.” Smithsonian Learning Lab, [https://learninglab.si.edu/search/?f%5B\\_types%5D%5B%5D=ll\\_collection&subjects%5B%5D=115845&agelevels%5B%5D=115860&s=updated at desc&page=1](https://learninglab.si.edu/search/?f%5B_types%5D%5B%5D=ll_collection&subjects%5B%5D=115845&agelevels%5B%5D=115860&s=updated+at+desc&page=1).
- Template for NJ Lessons - Rutgers University. <https://civiced.rutgers.edu/documents/nj-lessons/for-grades-3-5/67-national-state-and-local-government/file>.
- “Civics and Government.” PBS LearningMedia, [https://ny.pbslearningmedia.org/subjects/social-studies/civics-and-government/?selected\\_facet=grades%3A3-5](https://ny.pbslearningmedia.org/subjects/social-studies/civics-and-government/?selected_facet=grades%3A3-5).
- Social Studies - BrainPOP Jr., <https://jr.brainpop.com/socialstudies/>.
- “What's New.” Newsela, <https://newsela.com/>.
- “Embrace Race.” EmbraceRace, <https://www.embracerace.org/>.
- “PBS Parents.” PBS, Public Broadcasting Service, <https://www.pbs.org/show/pbs-parents/>.

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<b>UNIT OF STUDY</b>	Geography, People & the Environment (New Jersey Geography)
<b>PACING</b>	45 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How does geography affect and influence the way people live?</li> <li>● How and why do people use and change the environment?</li> <li>● What are the benefits and challenges of living in certain areas?</li> <li>● How do people decide where to settle based on available resources?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> <li>● The physical environment can both accommodate and be endangered by human activities.</li> <li>● Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.</li> <li>● Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Identify different geographic tools that can be used to analyze physical and political maps.</li> <li>● Examine the positive and negative aspects of different geographic regions.</li> <li>● Explain how humans can endanger their environment.</li> <li>● Create a plan for how humans can help the environment.</li> <li>● Compare and contrast the different regions in New Jersey and the United States.</li> <li>● Trace the pattern of settlement of the people who have lived in New Jersey.</li> <li>● Analyze how geography affects culture in different regions.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Identify and label the different regions and landforms of New Jersey on a map.</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Brochure Project: Students will be broken into small groups to create a brochure. Each group will be assigned a region of New Jersey. Students will research the following information about their region: landforms, climate/weather, resources, interesting facts.</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Summative Assessment II: Choose one of the New Jersey regions. Explain how people can best utilize landforms and resources in that region.</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● Summative Assessment II</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b> <i>Must include the standard # &amp; verbiage</i>	



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- 6.1.5.EconEM.4: 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.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

#### **INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

#### ***Comprehensive Health & Physical Education***

- None.

#### ***Computer Science & Design Thinking***

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. (Utilize a variety of online resources to create a digital brochure for one of the NJ regions.)
- 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue. (Gather information using graphic organizer to create a digital brochure for one of the NJ regions.)
- 8.1.5.A.5 Create and use a database to answer basic questions. (Explore multiple online resources to research NJ state symbols and regions.)
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. (Explore multiple texts and online resources to research NJ state symbols and regions.)
- 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem. (Region brochure.)
- 8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or systems have on the environment. (Region Brochure.)

#### ***English Language Arts***

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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- 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.3.9. 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.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.
- 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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. 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). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.

#### **Mathematics**

- None.

#### **Science**

- 3-ESS2-1 - Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- 3-ESS2-2 - Obtain and combine information to describe climates in different regions of the world.
- 3-LS3-2 - Use evidence to support the explanation that traits can be influenced by the environment.

#### **Visual & Performing Arts**

- None.

#### **World Languages**

- None.

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<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b>9.1-Personal Financial Literacy</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"> <li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</li> <li>● 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>● Geologist, Weatherperson, Park Ranger</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a> Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>
<ul style="list-style-type: none"> <li>● Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> </ul>
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b> <i><a href="#">NJ SEL</a> sub-competencies are listed that are addressed in this unit</i>
<b>Self-Awareness</b>
<ul style="list-style-type: none"> <li>● Recognize one’s feelings and thoughts</li> <li>● Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> </ul>
<b>Self-Management</b>
<ul style="list-style-type: none"> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> </ul>
<b>Social Awareness</b>
<ul style="list-style-type: none"> <li>● Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Demonstrate an awareness of the expectations for social interactions in a variety of settings</li> </ul>

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***Relationship Skills***

- Utilize positive communication and social skills to interact effectively with others

***Responsible Decision-Making***

- Identify the consequences associated with one's actions in order to make constructive choices.
- Evaluate personal, ethical, safety, and civic impact of decisions

**MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

**RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Active Classroom, <https://www.activeclassroom.com/>.
- "Anti-Bias Building Blocks." ADL, 13 Sept. 2012, <https://www.adl.org/resources/tools-and-strategies/anti-bias-building-blocks>.
- "Creating an Anti-Bias Learning Environment." ADL, 14 Feb. 2014, <https://www.adl.org/resources/tools-and-strategies/creating-anti-bias-learning-environmen>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- "Establishing a Safe Learning Environment." ADL, 30 Oct. 2012, <https://www.adl.org/resources/tools-and-strategies/establishing-safe-learning-environment>.
- Evento, Susan. *New Jersey*. Children's Press, 2004.
- "Geography." C3 Teachers, 29 May 2022, <http://www.c3teachers.org/inquiries/geography/>.
- "Google Arts and Culture." Google Arts & Culture, Google, <https://artsandculture.google.com/>.
- Kalman, Bobbie, and Lewis Parker. *Life in a Longhouse Village*. Crabtree Pub. Co., 2001.
- "Learning For Justice." Learning for Justice, <https://www.learningforjustice.org/>.
- McIntyre, Gina. *The New Jersey Fact & Picture Book*. CreateSpace Independent Publishing Platform, 2017.
- Meinking, Mary. *What's Great about New Jersey?* Lerner Publications, a Division of Lerner Publishing Group, Inc., 2016.
- Nanticoke Leni-Lenape Tribal Nation. <https://nlltribe.com/>.
- "Smithsonian Learning Lab Search." Smithsonian Learning Lab, [https://learninglab.si.edu/search/?f%5B\\_types%5D%5B%5D=ll\\_collection&amp;subjects%5B%5D=115845&amp;agelevels%5B%5D=115860&amp;s=updated\\_at\\_desc&amp;page=1](https://learninglab.si.edu/search/?f%5B_types%5D%5B%5D=ll_collection&amp;subjects%5B%5D=115845&amp;agelevels%5B%5D=115860&amp;s=updated_at_desc&amp;page=1).
- Stanley, Joseph. *Delaware (Lenape)*. PowerKids Press, 2016.
- Stewart, Mark. *All around New Jersey: Regions and Resources*. Heinemann Library, 2004.
- West, Janice M., and Ramir Quintann. *I Am Lenape*. Xlibris, 2014.
- What Happened to the Lenni Lenape - Rutgers University. <https://civiced.rutgers.edu/documents/nj-lessons/for-grades-3-5/57-what-happened-to-the-lenni-lenape/file>.
- Wilker, Josh. *The Lenape Indians*. Chelsea Juniors, 1994.
- Yezerki, Thomas. *Meadowlands: A Wetlands Survival Story*. Farrar, Straus, Giroux, 2011.

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- “Geography Activities and Lessons.” PBS LearningMedia, [https://ny.pbslearningmedia.org/subjects/social-studies/geography/?selected\\_facet=grades%3A3-5](https://ny.pbslearningmedia.org/subjects/social-studies/geography/?selected_facet=grades%3A3-5).
- Social Studies - BrainPOP Jr., <https://jr.brainpop.com/socialstudies/>.
- “What’s New.” Newsela, <https://newsela.com/>.
- “Embrace Race.” EmbraceRace, <https://www.embracerace.org/>.
- “PBS Parents.” PBS, Public Broadcasting Service, <https://www.pbs.org/show/pbs-parents/>.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Third Grade Social Studies**

<b>UNIT OF STUDY</b>	History, Culture, & Perspectives (New Jersey Native Americans & Immigration)
<b>PACING</b>	55 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How does Nanticoke Lenni-Lenape culture and history impact life in New Jersey today?</li> <li>● How does culture evolve over time within communities?</li> <li>● How has immigration affected how the United States has changed over time?</li> <li>● How can learning about other cultures help us be more accepting of others around the world?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● The Nanticoke Lenni-Lenape established a society that worked together to develop a successful system of governance in their community.</li> <li>● Culture changes over time as individuals share their experiences and beliefs with others in their communities.</li> <li>● People immigrate to the United States for various reasons, which has transformed the United States.</li> <li>● Increased understanding of other cultures promotes collaboration which is needed to solve global problems.</li> <li>● Respecting diversity reduces stereotypes, bias, prejudice, and discrimination.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Recognize the contributions of the Nanticoke Lenni-Lenape culture and society in New Jersey.</li> <li>● Investigate how culture in New Jersey and the United States has changed over time.</li> <li>● Examine the experiences of immigrants in the past and present.</li> <li>● Compare and contrast the different reasons people have immigrated to the United States.</li> <li>● Explain the difference between people who immigrated to the United States by choice and people who were forced to immigrate due to challenges in their home country.</li> <li>● Create a solution to protect a group in your community that is facing prejudice or discrimination.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Writing Response: Why have people settled in New Jersey over time?</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Immigration T Chart: After Round 4 of the Immigration Experience, create pros and cons t-chart. What were some pros and cons of immigrating to a new country?</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Summative Assessment III: Think about your experience during Immigration Day and other activities throughout this unit. What are some reasons immigrants came to America?</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● Summative Assessment III</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b>	

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***Must include the standard # & verbiage***

- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
- 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

**INTERDISCIPLINARY CONNECTIONS**

***Must include the standard # & verbiage***

***Comprehensive Health & Physical Education***

- 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

***Computer Science & Design Thinking***

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. (Utilize various online resources to identify reasons immigrants came to America as well as the immigration process.)
- 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue. (Pros and cons list of immigrating to a new country.)
- 8.1.5.A.5 Create and use a database to answer basic questions. (Use various online resources to explore reasons immigrants came to America as well as the immigration process.)
- 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. (Family presentations for Immigration Day-possible Google Hangout/Skype.)
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a

## Hillsborough Township Public Schools Curriculum Map

### Course Title: Third Grade Social Studies

variety of tasks. (Use a variety of texts and online resources to identify reasons immigrants came to America as well as the immigration process.)

- 8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century. (Students will research famous inventors from NJ and how these inventions have changed over time.)

#### *English Language Arts*

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, 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.3.7. 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.3.9. 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.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.
- 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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. 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). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.

#### *Mathematics*

- 3.MD.3 - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in the scaled bar graphs.

#### *Science*



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<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>Visual &amp; Performing Arts</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>World Languages</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b>9.1-Personal Financial Literacy</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"> <li>• 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>• Archaeologist, Historian, Human Rights Advocate, Immigration Lawyers</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a>  Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>
<ul style="list-style-type: none"> <li>• Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> <li>• Discuss the immigration of Asian Americans to New Jersey and the United States (Asian-American and Pacific Islander Curriculum Mandate).</li> <li>• Discuss the difference between immigration and forced relocation to the United States through slavery (Amistad Curriculum Mandate).</li> </ul>
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b> <i><a href="#">NJ SEL</a> sub-competencies are listed that are addressed in this unit</i>
<b>Self-Awareness</b>
<ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> </ul>
<b>Self-Management</b>

**Hillsborough Township Public Schools Curriculum Map**  
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- Recognize the skills needed to establish and achieve personal and educational goals

***Social Awareness***

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

***Relationship Skills***

- Utilize positive communication and social skills to interact effectively with others

***Responsible Decision-Making***

- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

**MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

**RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Active Classroom, <https://www.activeclassroom.com/>.
- "Anti-Bias Building Blocks." ADL, 13 Sept. 2012, <https://www.adl.org/resources/tools-and-strategies/anti-bias-building-blocks>.
- Bayo, Diarou, et al. *Diarou's Not so Different*. Reach Incorporated, 2020.
- Brockenbrough, Martha, et al. *I Am an American: The Wong Kim Ark Story*. Little, Brown and Company, 2021.
- "Creating an Anti-Bias Learning Environment." ADL, 14 Feb. 2014, <https://www.adl.org/resources/tools-and-strategies/creating-anti-bias-learning-environment>.
- "Cultural Diversity." C3 Teachers, 11 June 2021, <http://www.c3teachers.org/inquiries/cultural-diversity/>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- Engle, Margarita, and Colón Raúl. *Light for All*. Simon & Schuster Books for Young Readers, 2021.
- "Establishing a Safe Learning Environment." ADL, 30 Oct. 2012, <https://www.adl.org/resources/tools-and-strategies/establishing-safe-learning-environment>.
- "Globalization." C3 Teachers, 11 June 2021, <http://www.c3teachers.org/inquiries/globalization/>.
- "Google Arts and Culture." Google Arts & Culture, Google, <https://artsandculture.google.com/>.

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- Hopkinson, Deborah, and James Ransome. *Sweet Clara and the Freedom Quilt*. Alred A. Knopf, 2018.
- Kootenai Tribes, Confederated Salish Tribe. *Beaver Steals Fire: A Salish Coyote Story*. Bison Books, 2008.
- Lamothe, Matt. *This Is How We Do It: One Day in the Lives of Seven Kids from around the World*. Chronicle Books, LLC, 2017.
- LaRocca, Rajani. *Where Three Oceans Meet*. Abrams Books for Young Readers, 2021.
- "Learning For Justice." Learning for Justice, <https://www.learningforjustice.org/>.
- Lester, Julius, and Karen Barbour. *Let's Talk about Race*. HarperCollins Children's Books, 2020.
- Maestro, Betsy, and Susannah Ryan. *Coming to America: The Story of Immigration*. Scholastic Inc, 1996.
- Maillard, Kevin Noble, and Juana Martinez-Neal. *Fry Bread: A Native American Family Story*. Roaring Brook Press, 2019.
- Messinger, Carla, et al. *When the Shadbush Blooms*. Lee and Low Books, Inc., 2020.
- Morales, Areli, and Luisa Uribe. *Areli Is a Dreamer: A True Story*. Random House Studio, 2021.
- Morales, Yuyi. *Dreamers*. Holiday House, 2018.
- Robertson, David A. *On the Trampoline*. Tundra, 2021.
- Robertson, David Alexander. *When We Were Alone*. Highwater Press, 2017.
- Salazar, Aida, and Alina Chau. *In the Spirit of a Dream: 13 Stories of American Immigrants of Color*. Orchard Books, an Imprint of Scholastic, 2021.
- Say, Allen. *Grandfather's Journey*. Houghton Mifflin Harcourt, 2013.
- "Smithsonian Learning Lab Search." Smithsonian Learning Lab, [https://learninglab.si.edu/search/?f%5B\\_types%5D%5B%5D=ll\\_collection&subjects%5B%5D=115845&agelevels%5B%5D=115860&s=updated\\_at\\_desc&page=1](https://learninglab.si.edu/search/?f%5B_types%5D%5B%5D=ll_collection&subjects%5B%5D=115845&agelevels%5B%5D=115860&s=updated_at_desc&page=1).
- Tenasco, Sunshine, and Chief Lady Bird. *Nibi's Water Song*. Lee & Low Books Inc., 2021.
- Woodruff, Elvira, and Michael Dooling. *The Memory Coat*. Scholastic, 1999.
- Encyclopædia Britannica, Encyclopædia Britannica, Inc., <https://kids.britannica.com/students/article/Lenni-Lenape/321212>.
- "Lenape Indian Fact Sheet." Facts for Kids: Lenni Lenape Indian Tribe (Delaware Indians, Lenapes), [http://www.bigorin.org/lenape\\_kids.htm](http://www.bigorin.org/lenape_kids.htm).
- Social Studies - BrainPOP Jr., <https://jr.brainpop.com/socialstudies/>.
- "State and Region." PBS LearningMedia, <https://ny.pbslearningmedia.org/subjects/social-studies/elementary-social-studies/state-and-region/>.
- "What's New." Newsela, <https://newsela.com/>.
- "Embrace Race." EmbraceRace, <https://www.embracerace.org/>.
- "PBS Parents." PBS, Public Broadcasting Service, <https://www.pbs.org/show/pbs-parents/>.

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<b>UNIT OF STUDY</b>	Economics, Innovation, & Technology (Economics)
<b>PACING</b>	7 weeks
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How can the needs and wants of individuals and communities be satisfied?</li> <li>● Why do people influence the way goods are distributed?</li> <li>● How can people and communities make responsible economic decisions?</li> <li>● How can individuals, groups, and societies make difficult choices about scarce resources?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</li> <li>● People make decisions based on their availability of resources.</li> <li>● Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.</li> <li>● Creativity and innovation affect lifestyles, access to information, and the creation of new products and services.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Identify the different needs and wants of individuals and communities.</li> <li>● Explain how different groups work together to solve economic problems.</li> <li>● Examine how people make economic decisions based on the availability of resources.</li> <li>● Compare and contrast how different economies influence global decision-making.</li> <li>● Create a new product to meet the needs of all community members.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Brainstorm the different reasons people decide to buy things.</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Supply and Demand / Scarcity Exit Ticket: Examine the scenarios and match them to the economic terms - scarcity, supply, and demand.</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Summative Assessment IV: Write a persuasive letter to a toy company about why they should use inclusive marketing strategies to meet the needs and wants of all customers.</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● Summative Assessment IV</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b> <i>Must include the standard # &amp; verbiage</i>	
<ul style="list-style-type: none"> <li>● 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</li> <li>● 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</li> </ul>	

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- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
- 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade
- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations
- 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

#### **INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

#### ***Comprehensive Health & Physical Education***

- 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.

#### ***Computer Science & Design Thinking***

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. (Teaching resource slides and teaching resource Act It Out activities.)
- 8.1.5.A.3 Use a graphic organizer to organize information about problems or issues. (Chart examples of private and public goods.)
- 8.1.5.A.5 Create and use a database to answer basic questions. (Utilize various online sources to define and provide examples for important key terms: scarcity, supply and demand, opportunity cost, private v. public goods.)
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. (Use a variety of texts and online resources to create a collage representing what economy means to them.)
- 8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants. (Students will research famous inventors from NJ and how these have evolved over time.)
- 8.2.C.5.2 Explain how specifications and limitations can be used to direct a product's development. (Students will learn how low demand and high supply affects the price through role playing activities.)
- 8.2.C.5.3 Research how design modifications have led to new products. (Students will research famous inventors from NJ and how these have evolved over time.)

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- 8.2.C.5.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models. (Students will learn how low demand and high supply affects the price through role playing activities.)

#### *English Language Arts*

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.4. 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.3.7. 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.3.9. 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.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.
- 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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. 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). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.

#### *Mathematics*

- 3.NBT.2 - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 3.OA.9 – Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

#### *Science*

- 3-ESS2-1 - Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

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<ul style="list-style-type: none"> <li>● 3-ESS2-2 - Obtain and combine information to describe climates in different regions of the world.</li> </ul>
<b>Visual &amp; Performing Arts</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>World Languages</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b>9.1-Personal Financial Literacy</b>
<ul style="list-style-type: none"> <li>● 9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.</li> </ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>● Economist, Accountant, Advertiser, Manufacturer</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a> Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>
<ul style="list-style-type: none"> <li>● Analyze marketing to specific genders (Inclusive Curriculum Mandate).</li> <li>● Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> </ul>
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b> <i><a href="#">NJ SEL</a> sub-competencies are listed that are addressed in this unit</i>
<b>Self-Awareness</b>
<ul style="list-style-type: none"> <li>● Recognize one’s feelings and thoughts</li> <li>● Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> </ul>
<b>Self-Management</b>
<ul style="list-style-type: none"> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> </ul>

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***Social Awareness***

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

***Relationship Skills***

- Utilize positive communication and social skills to interact effectively with others

***Responsible Decision-Making***

- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

**MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

**RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Active Classroom, <https://www.activeclassroom.com/>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- Felardo, Jeff. *Johnny's Decisions*. Jeff Felardo, 2014.
- Furgang, Kathy, and Fredrik T. Hiebert. *Everything Money*. Scholastic, 2013.
- Gender & Children: A Place to Begin. <https://hrc-prod-requests.s3-us-west-2.amazonaws.com/welcoming-schools/documents/WS-Gender-and-Children-Place-to-Begin.pdf?mtime=20210508120622&focal=none>.
- "Google Arts and Culture." Google Arts & Culture, Google, <https://artsandculture.google.com/>.
- Immigration to New Jersey. NJ Center for Civic Education. <https://civiced.rutgers.edu/documents/nj-lessons/for-grades-3-5/66-immigration-in-new-jersey/file>.
- Larche, Maggie M. *Striker Jones: Elementary Economics for Elementary Detectives. Vol. 1*. Createspace, 2011.
- Larche, Maggie M. *Striker Jones: Elementary Economics for Elementary Detectives. Vol. 2*. Createspace, 2011.
- Larson, Jennifer S. *What Can You Do with Money?: Earning, Spending, and Saving*. Lerner Publications Co., 2010.
- "Learning For Justice." Learning for Justice, <https://www.learningforjustice.org/>.
- "Smithsonian Learning Lab Search." Smithsonian Learning Lab, [https://learninglab.si.edu/search/?f%5B\\_types%5D%5B%5D=ll\\_collection&subjects%5B%5D=115845&agelevels%5B%5D=115860&s=updated\\_at\\_desc&page=1](https://learninglab.si.edu/search/?f%5B_types%5D%5B%5D=ll_collection&subjects%5B%5D=115845&agelevels%5B%5D=115860&s=updated_at_desc&page=1).



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- “Economics for Kids and Teenagers.” PBS LearningMedia, [https://ny.pbslearningmedia.org/subjects/social-studies/economics/?selected\\_facet=grades%3A3-5](https://ny.pbslearningmedia.org/subjects/social-studies/economics/?selected_facet=grades%3A3-5).
- Social Studies - BrainPOP Jr., <https://jr.brainpop.com/socialstudies/>.
- “What’s New.” Newsela, <https://newsela.com/>.
- “Yes, They Are a Family.” Welcoming Schools, <https://welcomingschools.org/resources/yes-they-are-a-family>.
- “PBS Parents.” PBS, Public Broadcasting Service, <https://www.pbs.org/show/pbs-parents/>.