

PARSIPPANY- TROY HILLS TOWNSHIP SCHOOLS

A

COURSE OUTLINE FOR

SOCIAL STUDIES

GRADE 3

3SST00

APPROVED BY THE
BOARD OF EDUCATION

August 25, 2011

Approved: June 1991

Revised: September 2017

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

RATIONALE

This Grade 3 Social Studies course of study has been developed to reflect the revised New Jersey Student Learning Standards and to better align with current district initiatives. The purpose of Social Studies education, as defined by the New Jersey Department of Education (NJDOE), is “to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible citizens and contributing members of their communities.” In order to accomplish this purpose, this course of study focuses on the four disciplines of history, geography, civics and economics and, as recommended by the NJDOE, includes interdisciplinary connections among these four disciplines. The New Jersey Technology Literacy Standards and the 21st Century Career and Life Standards are also incorporated into this course of study as recommended by the district’s K-8 Technology Scope and Sequence.

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link – <https://goo.gkl/an7Zab> . Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

Grade 3 Social Studies presents students with a broad view of the states and regions of the United States with a global perspective, and provides students with a focus on the regions, geography and history of New Jersey. Integrated into this course of study are skills that align with skills in reading, writing, mathematics, and science. Critical thinking and problem-solving skills are also incorporated, and the active participation of the students in hands-on learning is required throughout the course of study. This Grade 3 Social Studies curriculum also addresses respect for self and others, and an appreciation for diversity and the variety of cultures in our global society.

District initiatives, such as differentiation of instruction, critical reading, writing across the curriculum, integration of instruction among the disciplines, and the appropriate use of technology are also evident in this Grade 3 Social Studies course of study. Emphasis is placed on students developing the skills, knowledge and understandings necessary for them to become responsible and productive citizens in our society.

COURSE GOALS

	GOAL	NJSLS
1	The students will begin to develop the skills of historical thinking, understanding past, present and future, problem-solving, and research skills.	6.1.D, 6.3.D
2	The students will explore the basic concepts of diversity, fairness, and respect for others and how these apply in their lives.	6.1.A, 6.1.D, 6.3.D
3	The students will identify fundamental values and principles of American democracy and explain the significance of symbols of American values and beliefs.	6.1.D

4	The students will examine the rights and responsibilities of citizens of their school, community, state, and national government.	6.1.A, 6.3.A
5	The students will identify and describe the regions, counties, and communities of New Jersey, including Parsippany.	6.1.B
6	The students will demonstrate understanding of geographical concepts by studying New Jersey, the United States, and the world.	6.1.B
7	The students will apply an understanding of economic concepts to the communities and regions they study.	6.1.B, 6.1.C

UNITS OF STUDY

	TOPIC	ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	STANDARDS
1	COMMUNITIES	<p>What is a Community? What are its characteristics and features*?</p> <p>Suggested timeframe: Approximately one marking period</p>	<p>Many cultural traditions and heritages contribute to our state’s and nation’s diversity.</p> <p>Culture is a way of life of a group of people who share similar beliefs and customs.</p> <p>It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few.</p>	6.1A, 6.1.B, 6.1.C, 6.1.D, 6.3.A, 6.3.D, ELA.RI, ELA.SL, ELA.W
2	NATIVE AMERICANS	<p>What are the characteristics and features of early communities in what is now known as New Jersey and the United States?</p> <p>Suggested timeframe: Approximately one marking period</p>	<p>Many cultural traditions and heritages contribute to our state’s and nation’s diversity.</p> <p>Culture is both a unifying and conflict-ridden force in human relations.</p> <p>The United States is a nation of immigrants.</p> <p>Natural resources, hard work and innovation have shaped America.</p>	6.1.B, 6.1.C, 6.1.D, ELA.RI, ELA.SL, ELA.W 9.2

3	PILGRIMS	<p>What are the characteristics and features that are unique to the lives of the Pilgrims and their communities?</p> <p>Suggested timeframe: Approximately one marking period</p>	<p>The past influences the present and the future.</p> <p>Societies are impacted by both internal and external factors.</p> <p>Societies require rules, laws, and government.</p>	<p>6.1.B, 6.1.D, 6.3.A ELA.RI, ELA.SL, ELA.W</p>
4	PIONEERS	<p>What are the characteristics and features that are unique to the lives of the Early American Settlers and their communities?</p> <p>Suggested timeframe: Approximately one marking period</p>	<p>The past influences the present and the future.</p> <p>Societies are impacted by both internal and external factors. Natural resources, hard work and innovation have shaped America.</p>	<p>6.1.B, 6.1.C, 6.1.D ELA.RI, ELA.SL, ELA.W</p>
		<p><i>*Characteristics and Features</i> refers to: The geography of the land; the daily life of the people-food, houses, chores, roles of individuals; environment-climate, natural resources; economy-how they make a living, goods and services; culture-traditions, beliefs, celebrations; history; civics-rights and responsibilities.</p>		

COURSE PROFICIENCIES AND GRADING PROCEDURES

TITLE: SOCIAL STUDIES - GRADE 3

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY STUDENT LEARNING STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE NAMED COURSE.

The student will be able to:

1. identify important characteristics of different communities (suburban, urban, rural) in New Jersey and the United States.
2. determine what characteristics and features are common to most communities.
3. compare and contrast similarities and differences between Parsippany and other communities in New Jersey and the United States.
4. identify community leaders such as the mayor, governor, and President of the United States.
5. identify the regions, counties, and major cities in New Jersey and the United States.
6. identify and describe natural resources found in New Jersey.

7. describe the characteristics of an effective rule or law in a community; demonstrate understanding of the need for rules and laws in a community.
8. explain how citizens show civic responsibility to help improve their community.
9. recognize the rights and responsibilities of citizens.
10. evaluate the importance of state and national symbols to its citizens, e.g. Pledge of Allegiance, Bill of Rights, New Jersey Seal, Statue of Liberty, American flag, National Anthem.
11. identify the levels of government that exist at community, county, state and federal level.
12. develop an understanding of basic economic principles (needs, wants, supply and demand, goods, services).
13. identify culture and customs of Native American areas.
14. identify and describe Native American areas (Northwest, Southwest, Plains, Eastern Woodlands, Southeast) and explain how geography and climate influenced their way of life.
15. explain important aspects of Native American economy, including a bartering system.
16. describe how Native Americans depended on and used natural resources.
17. explain reasons why Pilgrims migrated to America.
18. describe ways in which Pilgrims adapted to a new way of life.
19. explain importance of the Mayflower Compact to the lives of the Pilgrims and how rules are made by our government today.
20. identify and describe how the land, climate and weather affected the lives of the Pilgrims.
21. illustrate and analyze sequence of events in the lives of the Pilgrims.
22. compare and contrast customs and culture of Pilgrims to the lives of the students today.
23. explain who the Pioneers were and the reasons why Pioneers migrated west.

24. describe ways in which Pioneers adapted to new conditions and a new way of life.
25. identify and describe how the land, climate and weather affected the lives of the Pioneers.
26. illustrate and analyze sequence of events of Pioneers.
27. compare and contrast customs and culture of Pioneers to today.
28. describe the development of transportation and communication of early American Settlers.

What is a Community? What are its characteristics and features?

Many cultural traditions and heritages contribute to our state’s and nation’s diversity. Culture is a way of life of a

UNIT 1 – COMMUNITIES

Essential Questions: Enduring Understandings: group of people who share similar beliefs and customs. It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few.

Suggested Timeframe: One Marking Period

PROFICIENCIES/OBJECTIVES	NJSL Standards	Technology Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		

What is a Community? What are its characteristics and features?

Many cultural traditions and heritages contribute to our state’s and nation’s diversity. Culture is a way of life of a

<p>1. identify important characteristics of different communities (suburban, urban, rural) in New Jersey and the United States.</p>	<p>6.1.4.B.1-4 ELA.RI.3.1-6 ELA.SL.3.1-4, 6 ELA.W.3.7-10</p>	<p>8.1.B.1-2</p>	<p>use information and descriptions of communities to identify and categorize characteristics of suburban, urban and rural communities in a compare and contrast chart. Information may be gathered using computer technology.</p>	<p>Teacher will check for accuracy and completion</p>	<p>See Big Idea Skill Transparencies #1 Teacher Resource Appendix TR16</p>
<p>2. determine what characteristics and features are common to most communities.</p>	<p>6.1.4.D.12 ELA.RI.3.1-6 ELA.SL.3.1-4, 6 ELA.W.3.7-10</p>		<p>work with a partner to develop a list of characteristics and features shared by most communities. They will share with the large group.</p> <p>write a story about a child who moves from one type of community to another.</p>	<p>Teacher observation</p> <p>Writing will be assessed using teacher created rubric</p>	<p>See Teacher Resources 18-19</p> <p>Language Arts connection</p>

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Suggested Timeframe: One Marking Period

PROFICIENCIES/OBJECTIVES	NJSLS Standards	Technology Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		

What is a Community? What are its characteristics and features?

Many cultural traditions and heritages contribute to our state’s and nation’s diversity. Culture is a way of life of a

<p>3. compare and contrast similarities and differences between Parsippany and other communities in New Jersey and the United States.</p>	<p>6.1.4.B.5</p>	<p>8.1.4.A.5 9.2</p>	<p>play the Frame Game identifying housing, jobs, population and features of Parsippany. Teacher will first model the game.</p> <p>identify an urban and/or rural community in New Jersey, locate it on a map, and describe its features.</p> <p>list places found in a community using a graphic organizer, including places to live, places to play, places to learn, places to buy things, places to get help, and places to work (Activity #17 in Exploring Where & Why).</p>	<p>Teacher will assess student understanding and proficiency using teacher observations based on specific teacher directional guidelines/rubrics</p> <p>Teacher observation Completed graphic organizer</p>	<p>See TR26 Frame Game</p> <p>Refer to TR book- My Community (Google Earth)</p> <p>Refer to Nystrom Exploring Where & Why Teacher’s Manual</p>
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UNIT 1 – COMMUNITIES

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Essential Questions: Enduring

Understandings:

group of people who share similar beliefs and customs. It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few.

Suggested Timeframe: One Marking Period

PROFICIENCIES/OBJECTIVES	NJSL Standards	Technology Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		
4. (continued)			use <i>The Nystrom Map Champ Atlas</i> to analyze visual prompts of urban and rural communities using a graphic organizer, and write captions for them (Activity #9 in EWW). write a paragraph responding to this question: What characteristics and features make Parsippany unique?	Teacher observation Teacher created criteria and rubrics	

UNIT 1 – COMMUNITIES

What is a Community? What are its characteristics and features?

<p>5. identify the regions, counties, and major cities in New Jersey and the United States.</p>	<p>6.1.4.B.6 6.1.4.B.10 ELA.RI.3.1-6 ELA.W.3.7-10</p>		<p>using New Jersey maps, label counties on blank New Jersey map.</p> <p>in small groups, identify the four regions found in New Jersey and describe their characteristics.</p> <p>identify and label major cities in New Jersey on a map.</p>	<p>Teacher will check maps for completion and accuracy</p> <p>Teacher observation</p> <p>Teacher observation</p>	<p>Use New Jersey write-on maps or copies of blank New Jersey map</p> <p>www.sheppardsoftware.com</p>
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Essential Questions:

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Suggested Timeframe: One Marking Period

PROFICIENCIES/OBJECTIVES	NJSLS Standards	Technology Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		

UNIT 1 – COMMUNITIES

<p>6. identify and describe natural resources found in New Jersey.</p>	<p>6.1.4.B.4 ELA.RI.3.1-6 ELA.W.3.7-10</p>		<p>use New Jersey maps to identify and locate natural resources found in New Jersey.</p> <p>read New Jersey Natural Resources (Pages 58-61 in Silver Burdett 4th grade book) and Page 165 (Houghton Mifflin 4th grade book), then cut out pictures from magazine of natural resources and classify into renewable and non-renewable resources.</p> <p>create a meal using products from New Jersey and describe the food groups they belong to.</p>	<p>Check for accuracy and completion</p> <p>Teacher observation</p> <p>Teacher observation</p>	<p>4th grade New Jersey books (Silver Burdett)</p> <p>Teacher may also use Health text</p>
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Essential Questions: What is a Community? What are its characteristics and features?

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Suggested Timeframe: One Marking Period

PROFICIENCIES/OBJECTIVES	NJSL Standards	Technology Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		

UNIT 1 – COMMUNITIES

What is a Community? What are its characteristics and features?

<p>7. describe the characteristics of an effective rule or law in a community; demonstrate understanding of the need for rules and laws in a community.</p>	<p>6.1.4.A.1 6.3.4.A.1 ELA.SL.3.1-4, 6 ELA.W.3.7-10</p>		<p>make a list of why rules and laws are important.</p> <p>in the large group, develop classroom rules and explain their importance.</p> <p>write a paragraph explaining importance of laws in communities.</p>	<p>Student’s willingness to participate and cooperate democratically during activities</p> <p>Class discussion Teacher observation</p> <p>Teacher-created criteria and rubrics</p>	
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UNIT 1 – COMMUNITIES

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Suggested Timeframe: One Marking Period

PROFICIENCIES/OBJECTIVES	NJSLS Standards	Technology Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		
8. explain how citizens show civic responsibility to help improve their community.	6.1.4.A.1 6.1.4.A.11 6.3.4.A.2-3 6.3.4.D.1 ELA.RI.3.1-6 ELA.SL.3.1-4, 6 ELA.W.3.7-10	8.1.1.4.A.1-3 9.2	use graphic organizer to list details to show ways which citizens help communities. in small groups identify a cause to improve in the community and create an advertisement for it. They will use computer technology to do so. write a persuasive letter to the mayor for suggestions for improving the community	Teacher created rubric/checklist Teacher observation Teacher-created criteria and rubrics	Reading Skill main idea/details Research and Writing projects Pages. 19-24 Language Arts connection

Enduring Understandings: Many cultural traditions and heritages contribute to our state’s and nation’s diversity. Culture is a way of life of a group of people who share similar beliefs and customs. It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few.

Suggested Timeframe: One Marking Period

UNIT 1 – COMMUNITIES

Essential Questions: What is a Community? What are its characteristics and features?

PROFICIENCIES/OBJECTIVES	NJSL Standards	Technology Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>9. recognize the rights and responsibilities of citizens.</p>	<p>6.1.4.A.1 6.1.4.A.2 6.1.4.A.11 6.3.4.A.1 ELA.SL.3.1-4, 6 ELA.W.3.7-10</p>		<p>work with a partner to make a chart to identify the difference between rights and responsibilities.</p> <p>create a list of classroom rights and responsibilities.</p>	<p>Teacher observation of student proficiency</p> <p>Classroom posting of rules</p>	
<p>10. evaluate the importance of state and national symbols to its citizens, e.g. Pledge of Allegiance, Bill of Rights, New Jersey Seal, Statue of Liberty, American flag, National Anthem.</p>	<p>6.1.4.D.17 ELA.RI.3.1-6 ELA.SL.3.1-4, 6 ELA.W.3.7-10</p>	<p>9.2</p>	<p>in small groups, discuss what each symbol, color, and design the flag represents. Create “Who Am I” riddles about national symbols in small groups or with a partner, study the words of the Pledge of Allegiance and Star Spangled Banner and analyze their meaning.</p>	<p>Teacher observation of student participation for all activities</p>	

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UNIT 1 – COMMUNITIES

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PROFICIENCIES/OBJECTIVES	NJSL Standards	Technology Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		
11. identify the levels of government that exist at community, county, state and federal level.	6.1.4.A.8 6.1.4.A.5 ELA.RI.3.1-10 ELA.SL.3.1-4, 6 ELA.W.3.7-10	8.1.4.A.1 8.1.4.A.2 8.1.4.E.1 8.1.4.E.2	<p>use research from print and computer resources to identify the roles and responsibilities of mayor, governor, and president. create a graphic organizer identifying levels of government and what each consists of.</p> <p>examine the role of mayor, prepare questions for the mayor about his responsibilities, and go on a field trip to town hall and visit with the mayor.</p> <p>take a virtual tour of the White House using specific website. They will write a brief description of what they viewed.</p>	<p>Teacher-created rubrics</p> <p>Teacher observation</p> <p>Teacher observation and evaluation of student participation</p> <p>Teacher-created rubrics</p>	<p>To schedule a visit with the mayor, contact The Mayor’s Action Center Coordinator at 973-263-4262</p> <p>www.whitehouse.gov</p>

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Suggested Timeframe: One Marking Period

UNIT 1 – COMMUNITIES

Essential Questions: What is a Community? What are its characteristics and features?

PROFICIENCIES/OBJECTIVES	NJSL Standards	Technology Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>12. develop an understanding of basic economic principles (needs, wants, supply and demand, goods, services).</p>	<p>6.1.4.C.1 6.1.4.C.2 6.1.4.C.10 6.1.4.C.11 6.3.4.C.1 ELA.RI.3.1-6 ELA.SL.3.1-4, 6 ELA.W.3.7-10</p>		<p>work in groups to problem- solve scenarios involving choices involving needs and wants, and goods and services.</p> <p>make a budget for spending money wisely. Activity will be differentiated.</p> <p>students will follow a series of steps needed for starting a business. Activity will be differentiated based on student interest.</p>	<p>Teacher observation</p> <p>Teacher will check activity sheets for student understanding</p> <p>Teacher observation</p>	<p><i>Bringing Social Studies Alive Pages 78 – 79</i></p> <p><i>Bringing Social Studies Alive Pages 76 – 77</i></p>

UNI –

T 2 NATIVE AMERICANS

Essential Question: What are the characteristics and features of early communities in what is now known as New Jersey and the United States?

Enduring Understandings: Many cultural traditions and heritages contribute to our state’s and nation’s diversity. Culture is both a unifying and

PROFICIENCIES/OBJECTIVES	NJSL Standards	Technology Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		
13. identify culture and customs of Native American areas. Northwest Coast Southwest Plain Eastern Woodland (Lenape) Southeast	6.1.4.D.1 6.1.4.D.2 6.1.4.D.10 6.1.4.D.13 ELA.RI.3.1-10 ELA.W.3.7-10	8.1.4.A.1-2 8.1.4.E.1-2	read examples of and then write Native American legends about the origin of an animal or custom. conduct Internet research and then make a totem pole and write a story explaining the meaning of the symbols on their pole. take a field trip to Native Lands of Lenni Lenape Park to observe aspects of Eastern Woodlands culture. create a Native American Travel Guide (see authentic assessment).	Writing activities will be assessed using a teacher-created rubric Teacher observation, completed totem pole Classroom discussion Teacher created rubric	

conflict-ridden force in human relations. The United States is a nation of immigrants. Natural resources, hard work and innovation have shaped America.

Social Studies Grade 3

Suggested Timeframe: One Marking Period

UNIT 2 – NATIVE AMERICANS

Essential Question: What are the characteristics and features of early communities in what is now known as New Jersey and the United States?

Enduring Understandings: Many cultural traditions and heritages contribute to our state’s and nation’s diversity. Culture is both a unifying and conflict-ridden force in human relations. The United States is a nation of immigrants. Natural resources, hard work and innovation have shaped America.

Suggested Timeframe: One Marking Period

PROFICIENCIES/OBJECTIVES	NJSL Standards	Technology Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		
14. identify and describe Native American areas (Northwest, Southwest, Plains, Eastern Woodlands, Southeast) and explain how geography and climate influenced their way of life.	6.1.4.D.11 6.1.4.B.11		using a United States map, students will identify and label each Native American culture area.	Map will be assessed for accuracy and completion	

PROFICIENCIES/OBJECTIVES	NJSL Standards	Technology Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		
explain important aspects of Native American economy, including a bartering system.	6.1.4.C.2 6.1.4.D.1		<p>create a money system and determine the cost of goods and explain how it is used.</p> <p>use a Venn diagram to compare the use of money with a bartering system. This will be followed by a large group discussion.</p>	<p>Activity/writing will be assessed using a rubric/checklist</p> <p>Teacher observation, completed diagram</p>	Math connection

<p>describe how Native Americans depended on and used natural resources.</p>	<p>6.1.4.B.8 ELA.RI.3.1-10 ELA.SL.3.1-4, 6 ELA.W.3.7-10</p>		<p>draw pictures of Native American homes and explain the natural resources used to build them.</p> <p>in small groups, identify the natural resources for each Native American culture area and explain how they were used in daily life.</p>	<p>Activity/writing will be assessed using a rubric/checklist</p> <p>Teacher observation</p>	
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UNIT 2 – NATIVE AMERICANS

Essential Question: What are the characteristics and features of early communities in what is now known as New Jersey and the United States? **Enduring Understandings:** Many cultural traditions and heritages contribute to our state’s and nation’s diversity. Culture is both a unifying and conflict- ridden force in human relations. The United States is a nation of immigrants. Natural resources, hard work and innovation have shaped America. **Suggested Timeframe:** **One Marking Period**

UNIT 3 – PILGRIMS

Essential Question: What are the characteristics and features that are unique to the lives of the Pilgrims and their communities? **Enduring**

Understandings:

The past influences the present and the future. Societies are impacted by both internal and external factors. Societies require rules, laws, and government.

Suggested Timeframe: One Marking Period

PROFICIENCIES/OBJECTIVES	NJSL Standards	Technology Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		
17. explain reasons why Pilgrims migrated to America.	6.1.4.D.2 6.1.4.D.3 ELA.RI.3.1-6 ELA.W.3.7-10	8.1.4.E.1-2	gather information using an interactive timeline on a website, and describe reasons for migration of Pilgrims to North America. use a write-on world map to trace the Pilgrim’s sailing route of travel from England.	Teacher observation Teacher observation	http://www.teacher.scholastic.com/thanksgiving/pictimeline/index.htm

UNIT 3 – PILGRIMS

Essential Question: What are the characteristics and features that are unique to the lives of the Pilgrims and their communities? **Enduring**

Understandings:

<p>18. describe ways in which Pilgrims adapted to a new way of life.</p>	<p>6.1.4.D.14 ELA.RI.3.1-6 ELA.W.3.7-10</p>		<p>use a Venn diagram to compare important aspects of their daily lives to those of a Pilgrim boy or girl.</p> <p>write a “Day in the Life” narrative from the perspective of a Pilgrim boy/girl.</p> <p>write a paragraph explaining how the Wampanong helped the Pilgrims survive in the New World.</p>	<p>Teacher observation</p> <p>Writing will be assessed using a teacher created rubric</p> <p>Writing will be assessed using a teacher created rubric</p>	<p><i>Samuel Eaton’s Day and Sarah Morton’s Day</i> by Kate Waters</p> <p>Language Arts connection</p>
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The past influences the present and the future. Societies are impacted by both internal and external factors. Societies require rules, laws, and government.

Suggested Timeframe: One Marking Period

PROFICIENCIES/OBJECTIVES	NJSL Standards	Technology Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		

UNIT 3 – PILGRIMS

Essential Question: What are the characteristics and features that are unique to the lives of the Pilgrims and their communities? **Enduring**

Understandings:

<p>19. explain importance of the Mayflower Compact to the lives of the Pilgrims and how rules are made by our government today.</p>	<p>6.1.4.D.5 6.3.4.A.1 ELA.RI.3.1-6 ELA.W.3.7-10</p>	<p>8.1.4.E.1-2</p>	<p>visit the Internet site to investigate what the original document looked like and then read what it said.</p> <p>design a personal compact to help improve their performance as a student. (Differentiation by student interest.)</p>	<p>Teacher observation</p> <p>Teacher –created rubric</p>	<p>http://www.ocmayflower.org/compact.htm</p>
<p>20. identify and describe how the land, climate and weather affected the lives of the Pilgrims.</p>	<p>6.1.4.B.4 ELA.RI.3.1-6 ELA.SL.3.1-4, 6 ELA.W.3.7-10</p>	<p>8.1.4.E.1-2</p>	<p>take a virtual tour of Plymouth Plantation and explain hardships experienced during the first year there and how these were overcome.</p>	<p>Teacher observation</p>	<p>http://www.pilgrims.net/plimouthplantation/vtour.com</p>

The past influences the present and the future. Societies are impacted by both internal and external factors. Societies require rules, laws, and government.

Suggested Timeframe: One Marking Period

PROFICIENCIES/OBJECTIVES	NJSL Standards	Technology Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		

UNIT 3 – PILGRIMS

Essential Question: What are the characteristics and features that are unique to the lives of the Pilgrims and their communities? **Enduring**

Understandings:

21. illustrate and analyze sequence of events in the lives of the Pilgrims.	6.1.4.D.17 ELA.RI.3.1-6 ELA.W.3.7-10		create a timeline illustrating major events during the first year.	Check for accuracy and completion	Math connection-sequencing
22. compare and contrast customs and culture of Pilgrims to the lives of the students today.	6.1.4.D.13-15 6.1.4.D.18 6.1.4.D.20 ELA.RI.3.1-6 ELA.W.3.7-10		complete a Venn diagram noting similarities and differences between their lives and the life of a Pilgrim. using information from Venn diagram, write a compare and contrast essay.	Check for accuracy and completion Will be assessed using appropriate criteria and rubrics	Math connection Language Arts connection

The past influences the present and the future. Societies are impacted by both internal and external factors. Societies require rules, laws, and government.

Suggested Timeframe: One Marking Period

PROFICIENCIES/OBJECTIVES	NJSL Standards	Technology Literacy	SUGGESTED ACTIVITIES	E ALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		

UNIT 3 – PILGRIMS

Essential Question: What are the characteristics and features that are unique to the lives of the Pilgrims and their communities? **Enduring**

Understandings:

<p>23. explain who the Pioneers were and the reasons why Pioneers migrated west.</p>	<p>6.1.4.D.14 6.1.4.B.3 ELA.RI.3.1-6 ELA.W.3.7-10</p>	<p>8.1.4.E.1 9.2</p>	<p>create an advertisement illustrating areas for settlement and reasons for moving there (Silver Burdett textbook).</p> <p>after reading examples, write a diary entry from the perspective of one of the following: missionaries, mountain men, African Americans, fur trappers, Mormons, gold seekers. Describe why they left, where they were going, what they were hoping to find.</p> <p>use a write-on or blank map of the United States to trace the westward movement of pioneers.</p>	<p>Teacher-created rubric to check for understanding</p> <p>Teacher-created criteria and rubrics</p> <p>Teacher observation</p>	<p>http://www.scholastic.com/profbooks/netexplorations/index.htm</p> <p>Language Arts connection</p>
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UNIT 4– PIONEERS

Essential Question: What are the characteristics and features that are unique to the lives of the Early American Settlers and their communities?

Enduring Understandings: The past influences the present and the future. Societies are impacted by both internal and external factors. Natural resources, hard work and innovation have shaped America.

Suggested Timeframe: One Marking Period

PROFICIENCIES/OBJECTIVES	NJSL Standards	Technology Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		
24. describe ways in which Pioneers adapted to new conditions and a new way of life.	6.1.4.B.8 6.1.4.C.9 ELA.RI.3.1-6 ELA.SL.3.1-6 ELA.W.3.7-10	8.1.4.E.1-2	research different types of Pioneer homes, pick one type of house, draw and then explain your picture. explain how and where you would build it, what materials you would need. in small groups, create a Pioneer trunk of items needed for the journey west.	Teacher-created rubric to check for understanding Teacher-created criteria and rubrics Teacher-created criteria and rubrics	
25. identify and describe how the land, climate and weather affected the lives of the Pioneers.	6.1.4.B.4 6.1.4.C.9 ELA.RI.3.1-6 ELA.W.3.7-10	8.1.4.E.1-2	after research, create a survival guide for Pioneers going west, choose three obstacles and explain how to overcome these. simulate the journey west by walking for a mile and multiplying the time by 15 to calculate how long it would take to walk 15 miles in one day.	Teacher-created criteria and rubrics Teacher-created criteria and rubrics	www.pbs.org/opb/oregontrail/ Math connection

UNIT 4– PIONEERS

Essential Question: What are the characteristics and features that are unique to the lives of the Early American Settlers and their communities?

Enduring Understandings: The past influences the present and the future. Societies are impacted by both internal and external factors. Natural resources, hard work and innovation have shaped America.

Suggested Timeframe: One Marking Period

PROFICIENCIES/OBJECTIVES	NJSLS Standards	Technology Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		
26. illustrate and analyze sequence of events of Pioneers.	6.1.4.D.17 ELA.RI.3.1-6 ELA.W.3.7-10	8.1.4.E.1-2	create a timeline showing events of different groups of Pioneers.	Teacher observation	math link
27. compare and contrast customs and culture of Pioneers to today.	6.1.4.D.13- 15 6.1.4.D.18- 20 ELA.RI.3.1-6 ELA.W.3.7-10		create a web-based scavenger hunt about the Pioneer school house. compare and contrast old schoolhouse to their school (building, furniture, subject, school day, lunch, recess, materials, etc.)	Teachers will check for completion and accuracy Teacher observation	http://scholastic.com/profbooks/netexplorations/index.htm Mini-unit on tall tales and folklore Language Arts connection

UNIT 4– PIONEERS

Essential Question: What are the characteristics and features that are unique to the lives of the Early American Settlers and their communities?

Enduring Understandings: The past influences the present and the future. Societies are impacted by both internal and external factors. Natural resources, hard work and innovation have shaped America.

Suggested Timeframe: One Marking Period

PROFICIENCIES/OBJECTIVES	NJSLS Standards	Technology Literacy	SUGGESTED ACTIVITIES	E ALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>27. (continued)</p>			<p>write a friendly letter from the point of view of a teacher in the old schoolhouse (describe the job, school and the students).</p> <p>using research, make a “then and now” flip chart comparing travel, food, children’s roles, homes.</p>	<p>Teacher-created rubric</p> <p>Teacher-created criteria and rubrics</p>	<p>Language Arts connection</p>
<p>28. describe the development of transportation and communication of early American Settlers.</p>	<p>6.1.4.C.9 6.1.4.C.12 6.1.4.C.14-15 6.1.4.C.18 ELA.W.3.4-10</p>		<p>create an advertisement to either: come and work on the railroad or come and ride the train.</p> <p>make an invitation to celebrate the completion of the railroad. Create a play about the building of the Transcontinental Railroad.</p>	<p>Teacher will check for completion and accuracy</p>	<p>Movie: <i>Charlie Brown and the TCRR</i></p>

BIBLIOGRAPHY/RESOURCES

Bibliographic material will be supplemented by research in the Media Center using a variety of primary and secondary resources in various formats.

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Geography Resources:

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The Nystrom Map Champ Atlas. Chicago: Nystrom, 1997.

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Levine, Ellen. *If You Traveled West in a Covered Wagon.* NY: Scholastic, 1992. (Unit 2) Locker,

Thomas. *Family Farm.* Penguin Books, 1988. (Unit 2)

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San Souci, Robert. *N.C. Wyeth's Pilgrims.* CA: Chronicle Books, 1991. (Unit 2)

Singer, Marilyn. *Nine O'Clock Lullaby.* Mexico: Harper Collins, 1991. (Units 3 & 4)

Student Resources

Sneve, Virginia Driving Hawk. *Dancing Teepees: Poems of American Indian Youth.* NY: Scholastic, 1989. (Unit 2)

Van Leeuwen, Jean. *Across the Wide Dark Sea: The Mayflower Journey*. New York: Penguin USA, 1995. (Unit 2)

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Waters, Kate. *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*. New York: Scholastic Inc., 1993.

Teacher Resources:

Beech, Linda W. *Scholastic Success With Maps Workbook*. New York: Scholastic Professional Books, New York, 2002.

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Kid's Guide to U.S. Government: <http://bensguide.gpo.gov/> (Unit 1)

Lenape: <http://www.cowboy.net/lenape/index.html> (Unit 2)

Morris County: www.co.morris.nj.us (Unit 3)

New Jersey: www.state.nj.us/ (Unit 3)

www.new-jersey.com (Unit 3) Parsippany:

www.parsippany.net (Unit 3)

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Websites:

www.plimoth.org

Social Studies – Grade 3

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www.ocmayflower.org/compact.htm
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<http://www.ahsd25.k12.il.us/curriculum%20info/nativeamericans/index.html>
www.discoveryeducation.com
 (search for video clips on related topics)
www.teachingtolerance.org
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<http://www.sheppardsoftware.com/>

APPENDIX A**SAMPLE****AUTHENTIC ASSESSMENT****NATIVE AMERICAN TRAVEL GUIDE**

Objectives:

Students will be able to:

1. use the Internet (specific sites as well as search engines) to research a Native American culture area.
2. create a travel guide using the information they gather from their research.
3. present their information and travel guide to the class.

Assessment Overview:

This Native American Travel Guide is an authentic assessment performance task used as a culminating assessment for the study of Native Americans. Students will use specified websites to gather and record information using a teacher-created research guide. Students will then create a travel guide illustrating information specific to their Native American culture area. Students will be encouraged to incorporate pictures and designs into their writing. They will present their finished product to the class.

The teacher will provide a list of Native American culture areas, websites, books and print materials, for the students to use as resources. (See attachments or additional resources in Bibliography/Resources section.) The teacher-created research guide and rubric are included as well as the student self-evaluation, which may be used at the end of the project to help the students reflect on their learning.

Technology Integration

Students will:

- use search engines, web browser, directories locate specific information in a database
- may also incorporate United Streaming, Microsoft Publisher, Microsoft Word, KidPix to create and design their travel guide

NATIVE AMERICAN TRAVEL GUIDE

You are a park ranger in a Native American culture area and you have been given the task of designing and creating a Travel Guide for prospective visitors to your Native American culture area.

This travel guide is meant to attract visitors to the culture area and should include a map showing its location, pictures showing the land and climate of the culture area, and important facts about the lives of the people of this Native

American culture group. When you are done, you will present your Travel Guide to prospective visitors to this Native American culture area.

**Your Native American Travel Guide Research Packet will help you to create your Travel Guide.
Good Luck!**

RUBRIC-NATIVE AMERICAN TRAVEL GUIDE

Response Level	Levels of Performance
Expert	<p>Student demonstrates strong research skills: accessing web sites and print materials successfully; locating, gathering and recording appropriate information from the research.</p> <p>Travel guide demonstrates accurate, complete, and clear information regarding the Native American culture area, presented in a neat, attractive manner.</p> <p>All sources are appropriately cited.</p> <p>All or most parts of the task are successfully completed; the intents of all parts of the task are addressed with appropriate strategies and procedures.</p> <p>There is evidence that the student has a clear understanding of key concepts and procedures.</p> <p>Student work and explanations are clear; additional illustrations or information, if present, enhance communication; and answers for all parts are correct or reasonable.</p> <p>Student is able to orally present results of the research in the Travel Guide using a clear, audible voice, making eye contact with the audience, and highlighting important aspects of the Native American culture area from the brochure.</p>

<p>Practitioner</p>	<p>Student demonstrates research skills: accessing most web sites and print materials fairly successfully; locating, gathering and recording information from the research that is mostly appropriate.</p> <p>Travel guide demonstrates mostly accurate, complete and clear information regarding the Native American culture area, mostly presented in a neat, attractive manner.</p> <p>Most sources are appropriately cited.</p> <p>Most parts of the task are successfully completed; other parts are attempted and their intents addressed, but they are not successfully completed.</p> <p>There is evidence that the student has an understanding of key concepts and procedures for the most part. Some student work and explanations are clear, but it is necessary to make inferences to understand the response.</p> <p>Additional illustrations or information, if present, may not enhance communication significantly.</p> <p>Answers for some parts are correct, but partially correct or incorrect for others.</p> <p>Student is able to orally present results of the research in the Travel Guide for the most part using a clear, audible voice, making eye contact with the audience, and highlighting important aspects of the Native American culture area from the brochure.</p>
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RUBRIC-NATIVE AMERICAN TRAVEL GUIDE (continued)

<p>Response Level</p>	<p>Levels of Performance</p>
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<p>Apprentice</p>	<p>Student demonstrates limited research skills: accessing some web sites and print materials; locating, gathering and recording some information from the research.</p> <p>Travel guide demonstrates limited information regarding the Native American culture area that may or may not be accurate, and presented in a manner that may or may not be neat or attractive.</p> <p>Sources may or may not be appropriately cited.</p> <p>A part (or parts) of the task may be addressed with little or no success, while other parts are omitted or incorrect.</p> <p>There is minimal or limited evidence that the student understands concepts and procedures.</p> <p>Student work and explanations may be difficult to follow, and it is necessary to fill in the gaps to understand the response.</p> <p>Additional illustrations or information, if present, do not enhance communication and may be irrelevant.</p> <p>Answers for some parts may be correct, but partially correct or incorrect for others.</p> <p>Student may or may not be able to orally present results of the research in the Travel Guide or use a clear, audible voice, make eye contact with the audience, and/or highlight important aspects of the Native American culture area from the brochure.</p>
<p>Beginner</p>	<p>Student demonstrates few or no research skills: accessing no web sites and print materials; locating, gathering and recording little or no information from the research.</p> <p>Travel guide demonstrates limited information that is not accurate regarding the Native American culture area, and is presented in a manner that may or may not be neat or attractive.</p> <p>Sources may or may not be appropriately cited.</p> <p>Little or no part of the task is completed with any success.</p> <p>There is little, if any, evidence that the student understands key concepts and procedures.</p> <p>Answers to most parts are incorrect.</p> <p>Student work and explanations are very difficult to follow and may be incomprehensible.</p> <p>Any additional illustrations, if present, do not enhance communication and are irrelevant.</p> <p>Student is not able to orally present results of the research in a complete or clear manner.</p>

APPENDIX B

SUPPLEMENTARY TEACHER RESOURCES

NATIVE AMERICAN TRAVEL GUIDE

NAME _____

DATE _____

Research Packet for Native American Travel Guide

<http://www.ahsd25.k12.il.us/curriculum%20info/nativeamericans/Index.html>

Directions: Using the web site above, write down the information you learn in the spaces provided below.
Have fun and good luck!

Today the Native American culture area I am going to research is:

These are 3 things that I already know about my topic:

These are 3 things that I would like to learn about my topic:

What is life in your selected culture area like?

Use as many ideas/adjectives that you can to describe it!

Using the map, click on the link for your culture area. Write down a few words to describe what you see there.

Go to the link for DWELLINGS. List and describe the homes of your Native American culture area.

Go to the link for PLANTS. Write down the 4 plants that you think make their home in your Native American culture area.

Can you find the link for ANIMALS? Write down the 4 animals that you think make their home in your Native American culture area.

Click on the link CLOTHING. Identify and describe the clothing worn in your Native American culture area.

Click on the link for NATIVE AMERICAN LIFE TODAY. Write down some of the things that you see there.

Click on the link GLOSSARY. Find and define some terms related to your Native American culture area.

FIND AND EXPLORE!! Click on the link LINKS. Choose a website you would like to look at that is RELATED to your Native American culture area. Write down the most important facts you learned about your Native American culture area.

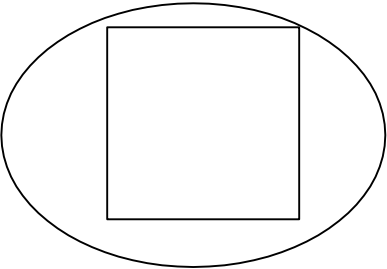
NATIVE AMERICAN TRAVEL GUIDE ACTIVITY

Directions: Using the information from the Research Guide, select a Native American group that you found to be the most interesting. Create a Travel Guide to illustrate your group using the guidelines below.

Panel 1:

**The Name of Your
Native American Group**

Picture or Design



**List the four basic beliefs
shared by most Native
Americans**

Panel 2:


**Describe the region, climate, and land
of your Native American Group.
Be sure to write in complete
sentences.**

The region the _____ lived in
was the _ .

The climate of the region that the
_____ lived in was
_____.

The land that the _____ lived on
was _____.

Picture, Map, or Design



Panel 3:

Panel 4:

Panel 5:

List the Natural Resources found in the region and on the land of your Native American group.
The Natural Resources of your Native American group were:

Picture or Design

List the foods found in the region and on the land of your Native American Group.
The foods eaten by this Native American group were:

Picture or Design

List the items used in the daily life in the region and on the land of your Native American Group.

The items used in daily life by this Native American group were:

Picture or Design

APPENDIX C

NEW JERSEY STUDENT LEARNING STANDARDS

AND MODIFICATIONS

Social Studies –

Social Studies Standards: <http://www.nj.gov/education/cccs/2014/ss/>

21st Century Life and Careers Standards: <http://www.nj.gov/education/aps/cccs/career/>

Technology Standards: <http://www.nj.gov/education/aps/cccs/tech/>

English Language Arts Standards: <http://www.nj.gov/education/aps/cccs/lal/>

Math Standards : <http://www.nj.gov/education/aps/cccs/math/>

Grade 3

Suggestions for Modifications and Adaptions: [Modifications and Adaptions](#)