

Lower Township Elementary Schools

Social Studies



3rd Grade

Adopted September 27, 2022

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Social Studies

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. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promote learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography. Mission Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities. Vision An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Unit Overview	
Content Area: Social Studies	
Unit Title: Unit 1- Our Environment	
Grade Level: 3rd Grade	Timeline: 12 days- September
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information	<ul style="list-style-type: none"> • 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). • 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. • 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. • 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
Regions form and change as a result of unique physical conditions, economies, and cultures.	<ul style="list-style-type: none"> • 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. • 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
Human activities affect environmental	<ul style="list-style-type: none"> • 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite

characteristics of places or regions resulting in positive and negative impacts.	images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	<ul style="list-style-type: none"> • 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade. • 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none"> • 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).

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> • Follow 504/IEP accommodations • Step by step examples • Visual demonstration of skill or activity • Allow for flexible grouping • Student centered activities • Learning Stations • Small group & large group discussions • Problem solving situations • Restate, reword, clarify directions • Provide Educational “breaks” as necessary • Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> • Step by step examples • Visual demonstration of skill or activity • Allow for flexible grouping • Student centered activities • Learning Stations • Small group & large group discussions • Problem solving situations • Utilize visual and audio cues • Highlight, define, or demonstrate important vocabulary • Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> • Step by step examples • Visual demonstration of skill or activity • Allow for flexible grouping • Student centered activities • Learning Stations

	<ul style="list-style-type: none"> ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson Review interactivities online ● Online lesson quizzes ● Graphic organizers ● Map skills ● Vocabulary term exercises ● Illustration ● Group discussion ● Group/individual games ●
Summative	<ul style="list-style-type: none"> ● My World Social Studies Chapter test ● Hands-on activity - Quest: Explore a National Park and create a sightseeing guide
Benchmark	<ul style="list-style-type: none"> ● N/A
Alternative	<ul style="list-style-type: none"> ● Lesson check questions ● Ecosystems Mobile ● Design a Book Jacket

	<ul style="list-style-type: none"> ● Start a website or video channel ● Regions Game ● Reader's Theater ● Mapping 100 Miles PBL <ul style="list-style-type: none"> ○ Mapping US Regions ○ Greetings From.. ○ Regional Weather Collage ○ Mapping the Race Course
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Interdisciplinary Connections

- English Language Arts
- Mathematics
- Health
- Science
- Technology
- Visual Arts
- Theatre

Integration of 21st Century Themes & Skills/Career Education- NJSL 9

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Credit Profile Core Ideas Performance Expectations There are benefits to having a positive credit history.
- 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history. Economic and Government Influences Core Ideas Performance Expectations Taxes are collected on a variety of goods and services at the local, state, and federal levels.
- 9.1.5.EG.1: Explain and give examples of what is meant by the term "tax." •
- 9.1.5.EG.2: Describe how tax monies are spent There is a broader economic system that influences your financial goals.
- 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals. • 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy. There are agencies, laws, and resources to protect individuals as consumers.
- 9.1.5. EG.5: Identify sources of consumer protection and assistance. New Jersey Department of Education June 2020 24 Financial Institutions Core Ideas Performance Expectations People can choose to save money in many places such as home in a piggy bank, bank, or credit union.
- 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies. Financial Psychology Core Ideas Performance Expectations An individual's financial traits and habits affect his/her finances.
- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
- 9.1.5.FP.2: Identify the elements of being a good steward of money. Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.). Not all financial information is accurate or truthful. 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members. Planning and Budgeting Core Ideas Performance Expectations There are specific steps associated with creating a budget.
- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions. Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate). New Jersey Department of Education June 2020 25 Risk Management and Insurance Core Ideas Performance Expectations Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Integration of Technology

- Smartboard
- Google Suite
- Chromebook
- My World Social Studies online platform
- <http://www.brainpop.com>
- Google maps
- etext (lesson interactives)
- Youtube

Activities	Materials
Lesson 1: Land and Water	Lesson 1: Student edition pg 1-9
Lesson 2: Weather, Climate and Forces of Nature	Lesson 2: Student edition pg 10-17
Lesson 3: Using Earth's Resources	Lesson 3: Student edition pg 20-25
Lesson 4: Interacting with the Environment	Lesson 4: Student edition pg 28-35
Teacher Notes: See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

Unit Overview

Content Area: Social Studies

Unit Title: Unit 2- Economics

Grade Level: 3rd Grade **Timeline:** 12 days- September/October

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Core Ideas/Performance Expectations

Core Ideas	Performance Expectations
Economic decision-making involves setting goals and identifying	<ul style="list-style-type: none"> 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	<ul style="list-style-type: none"> 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.
The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	<ul style="list-style-type: none"> 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade. 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
The exchange of goods and services can have negative and positive effects.	<ul style="list-style-type: none"> 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.
The government uses a variety of tools to pay for the goods and services it provides to individuals	<ul style="list-style-type: none"> 6.1.5.EconNE.1: Explain the ways in which the pays for the goods and services it provides.

and communities.	
A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	<ul style="list-style-type: none"> 6.1.5.EconNE.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	<ul style="list-style-type: none"> 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
Economic decision-making involves setting goals and identifying the resources available to achieve those goals.	<ul style="list-style-type: none"> 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> Follow 504/IEP accommodations Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities Learning Stations Small group & large group discussions Problem solving situations Restate, reword, clarify directions Provide Educational "breaks" as necessary Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities Learning Stations Small group & large group discussions Problem solving situations Utilize visual and audio cues Highlight, define, or demonstrate important vocabulary Restate, reword, clarify directions
Students At-Risk of	<ul style="list-style-type: none"> Step by step examples

School Failure	<ul style="list-style-type: none"> ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson Review interactivities online ● Online lesson quizzes ● Graphic organizers ● Vocabulary term exercises ● Illustration ● Group discussion ● Group/individual games
Summative	<ul style="list-style-type: none"> ● Chapter Test ● Hand on Activity: Quest: Project Based Learning: Create a poster showing 3 types of resources needed to sell lemonade.
Benchmark	<ul style="list-style-type: none"> ● N/A

Alternative	<ul style="list-style-type: none"> ● Lesson check questions ● Create a poster ● Create an advertisement ● Industries of the World ● Entrepreneur ● Past and Present ● Industries of Tomorrow PBL <ul style="list-style-type: none"> ○ Goods and Services ○ Resources ○ Strengths and Weaknesses ○ Preparing the Presentation Board ○ Prepare a presentation
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Interdisciplinary Connections
<ul style="list-style-type: none"> ● English Language Arts ● Mathematics ● Health ● Science ● Technology ● Visual Arts ● Theatre

Integration of 21st Century Themes & Skills/Career Education- NJSL 9
<ul style="list-style-type: none"> ● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Credit Profile Core Ideas Performance Expectations There are benefits to having a positive credit history. ● 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history. Economic and Government Influences Core Ideas Performance Expectations Taxes are collected on a variety of goods and services at the local, state, and federal levels. ● 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.” • ● 9.1.5.EG.2: Describe how tax monies are spent There is a broader economic system that influences your financial goals. ● 9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals. • 9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy. There are agencies, laws, and resources to protect individuals as consumers. ● 9.1.5. EG.5: Identify sources of consumer protection and assistance. New Jersey Department of Education June 2020 24 Financial Institutions Core Ideas Performance Expectations People can choose to save money in many places such as home in a piggy bank, bank, or credit union. ● 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies. Financial Psychology Core Ideas Performance Expectations An individual’s financial traits and habits affect his/her finances. ● 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions. ● 9.1.5.FP.2: Identify the elements of being a good steward of money. Spending choices

and their intended and unintended consequences impact financial outcomes and personal wellbeing.

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- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Integration of Technology

- Smartboard
- Google Suite
- Chromebook
- My World Social Studies online platform
- <http://www.brainpop.com>

- Google maps
- etext (lesson interactives)
- Youtube

Activities	Materials
Lesson 1: Goods and Services	Lesson 1: Student Edition pages 48-53
Lesson 2: Types of Resources	Lesson 2: Student edition pages 56-61
Lesson 3: Economic Choices	Lesson 3: Student Edition pages 64-69
Lesson 4: Human Capital and Your Future	Lesson 4: Student Edition pages 72-77
Teacher Notes: See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

Unit Overview	
Content Area: Social Studies	
Unit Title: Unit 3- Communities Build a Nation	
Grade Level: 3rd Grade	Timeline: 15 days- November/December
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Chronological sequencing helps us track events over time.	<ul style="list-style-type: none"> 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.
Interactions of people and events throughout history have shaped the world we experience today.	<ul style="list-style-type: none"> 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time. • 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. • 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. 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.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
Events may be viewed differently based on one's perspective.	<ul style="list-style-type: none"> 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

	<p>encountered.</p> <ul style="list-style-type: none"> ● 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
There are a variety of sources that help us understand the past.	<ul style="list-style-type: none"> ● 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	<ul style="list-style-type: none"> ● 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues

	<ul style="list-style-type: none"> ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson Review interactivities online ● Online lesson quizzes ● Graphic organizers ● Map skills ● Vocabulary term exercises ● Illustration ● Group discussion ● Group/individual games
Summative	<ul style="list-style-type: none"> ● Chapter test ● Hands-on activity - Quest: Write a persuasive text about how a person or event from this chapter has made a difference in your life
Benchmark	<ul style="list-style-type: none"> ● N/A
Alternative	<ul style="list-style-type: none"> ● Create a drawing that shows what life was like ● Act out a short skit that tells why you would want to be an explorer ● Create an advertisement ● Discuss how to create a new country ● Match the Act ● Write a Secret Letter ● Illustrate a Poem

	<ul style="list-style-type: none"> ● Create an Advertisement ● First Continental Congress ● Reader's Theater ● Let Freedom Ring (Writing Project) <ul style="list-style-type: none"> ○ Soldier Says ○ Shop--No, Stop ○ Create a timeline ○ Give me Liberty ○ Write a persuasive speech
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Interdisciplinary Connections
<ul style="list-style-type: none"> ● English Language Arts ● Mathematics ● Health ● Science ● Technology ● Visual Arts ● Theatre

Integration of 21st Century Themes & Skills/Career Education- NJSL 9
<ul style="list-style-type: none"> ● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Credit Profile Core Ideas Performance Expectations There are benefits to having a positive credit history. ● 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history. Economic and Government Influences Core Ideas Performance Expectations Taxes are collected on a variety of goods and services at the local, state, and federal levels. ● 9.1.5.EG.1: Explain and give examples of what is meant by the term "tax." • ● 9.1.5.EG.2: Describe how tax monies are spent There is a broader economic system that influences your financial goals. ● 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals. • 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy. There are agencies, laws, and resources to protect individuals as consumers. ● 9.1.5. EG.5: Identify sources of consumer protection and assistance. New Jersey Department of Education June 2020 24 Financial Institutions Core Ideas Performance Expectations People can choose to save money in many places such as home in a piggy bank, bank, or credit union. ● 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies. Financial Psychology Core Ideas Performance Expectations An individual's financial traits and habits affect his/her finances. ● 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions. ● 9.1.5.FP.2: Identify the elements of being a good steward of money. Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing. ● 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive

or negative consequences.

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- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Integration of Technology

Use of the following resources: Interactive Whiteboard, Google suite, chromebooks, online data bases, My World Social Studies textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use digital geography tools to learn more about the planet.

- Students will describe global information systems, and what they can do.
- Students will use active listening guides to analyze video from both the textbook and other sources.
- <http://www.brainpop.com>
- Google maps
- etext (lesson interactives)
- Youtube

Activities	Materials
Lesson 1: America's First Peoples	Lesson 1: Student Edition pages 88-93
Lesson 2: Early Explorers	Lesson 2: Student Edition pages 96-101
Lesson 3: Early Spanish Communities	Lesson 3: Student Edition pgs 104-111
Lesson 4: Early French Communities	Lesson 4: Student Edition pgs 112-117
Lesson 5: Early English Communities	Lesson 5: Student Edition pgs 118-123
Lesson 6: Creating a New Nation	Lesson 6: Student Edition pgs 124-129
Teacher Notes: See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

Unit Overview

Content Area: Social Studies

Unit Title: Unit 4- Government, Landmarks, and Symbols

Grade Level: 3rd Grade **Timeline:** 12 days- December

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Core Ideas/Performance Expectations

Core Ideas	Performance Expectations
In a representative democracy, individuals play a role in how government functions.	<ul style="list-style-type: none"> ● 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. ● 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
In a representative democracy, individuals elect representatives to act on the behalf of the people.	<ul style="list-style-type: none"> ● 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
Levels of government (i.e., local, state, and federal) have diffe	<ul style="list-style-type: none"> ● 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States. • 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. ● 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government. • ● 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government. ● 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government. • ● 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	<ul style="list-style-type: none"> ● 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).
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<ul style="list-style-type: none"> ● 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.
A major role of citizens in a representative democracy is to make responsible decisions about who should govern.	<ul style="list-style-type: none"> ● 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<ul style="list-style-type: none"> ● 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).
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	<ul style="list-style-type: none"> ● 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).

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

English Language Learners	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson Review interactivities online ● Online lesson quizzes ● Graphic organizers

	<ul style="list-style-type: none"> ● Map skills ● Vocabulary term exercises ● Illustration ● Group discussion ● Group/individual games
Summative	<ul style="list-style-type: none"> ● Chapter test ● Hands-on activity - Quest: Prepare and give a presentation about a local government worker
Benchmark	<ul style="list-style-type: none"> ● N/A
Alternative	<ul style="list-style-type: none"> ● Symbols of America and My State ● Branches of Government ● Local vs State Government ● Dear Mayor ● Reader's Theater ● Create a Class Constitution <ul style="list-style-type: none"> ○ Right or Responsibility ○ We the People ○ We the Students ○ Bill of Rights ○ The Path to Ratification ○ Discussion

Interdisciplinary Connections	
	<ul style="list-style-type: none"> ● English Language Arts ● Mathematics ● Health ● Science ● Technology ● Visual Arts ● Theatre

Integration of 21st Century Themes & Skills/Career Education- NJSLs 9	
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contribute to the overall economy. There are agencies, laws, and resources to protect individuals as consumers.

- 9.1.5. EG.5: Identify sources of consumer protection and assistance. New Jersey Department of Education June 2020 24 Financial Institutions Core Ideas Performance Expectations People can choose to save money in many places such as home in a piggy bank, bank, or credit union.
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- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.

- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Integration of Technology

Interactive whiteboard, Google suite, chromebooks, online data bases, My World Social Studies textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use digital geography tools to learn more about the planet.
- Students will describe global information systems, and what they can do.
- Students will use active listening guides to analyze video from both the textbook and other sources.
- <http://www.brainpop.com>
- Google maps
- etext (lesson interactives)
- Youtube

Activities	Materials
Lesson 1: The American Government	Lesson 1: Student Edition pages 142-149
Lesson 2: Branches of Government	Lesson 2: Student Edition pages 150 - 155
Lesson 3: Levels of Government	Lesson 3: Student Edition pages 158 - 165
Lesson 4: Landmarks, Symbols, and Documents	Lesson 4: Student Edition pages 168 - 173
Teacher Notes: See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

Unit Overview

Content Area: Social Studies

Unit Title: Unit 5-Citizenship and Civic Engagement

Grade Level: 3rd Grade **Timeline:** 12 days- February

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Core Ideas/Performance Expectations

Core Ideas	Performance Expectations
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<ul style="list-style-type: none"> 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<ul style="list-style-type: none"> 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.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
There are different processes for establishing rules and laws.	<ul style="list-style-type: none"> 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	<ul style="list-style-type: none"> 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.

Accommodations and Modifications

<p>Special Education</p>	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
<p>English Language Learners</p>	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
<p>Students At-Risk of School Failure</p>	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
<p>Advanced Skills</p>	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
<p>Students with 504 Plans</p>	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities

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Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson Review interactivities online ● Online lesson quizzes ● Graphic organizers ● Map skills ● Vocabulary term exercises ● Illustration ● Group discussion ● Group/individual games
Summative	<ul style="list-style-type: none"> ● Chapter test ● Hands-on activity - Quest: Discuss whether voting or volunteering is more helpful to your community
Benchmark	<ul style="list-style-type: none"> ● N/A
Alternative	<ul style="list-style-type: none"> ● Citizenship over time ● Medal of Citizenship ● How can I help my Community ● Biography Trading Cards ● Reader’s Theater ● What is an Ideal Citizen (PBL) <ul style="list-style-type: none"> ○ What would you do? ○ Portrait of Good Citizen ○ Who were good citizens? ○ Choosing a hero ○ Public Service Announcement Script

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- Students will describe global information systems, and what they can do.
- Students will use active listening guides to analyze video from both the textbook and other sources.
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- Google maps
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- Youtube

Activities	Materials
Lesson 1: The Reasons for Rules and Laws	Lesson 1: Student Edition pages 182-193
Lesson 2: Being a Good Citizen	Lesson 2: Student Edition pages 194-201
Lesson 3: Taking Action for Our Rights	Lesson 3: Student Edition pages 202-207
Lesson 4: American Heroes	Lesson 4: Student Edition pages 208-221
Teacher Notes: See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

Unit Overview	
Content Area: Social Studies	
Unit Title: Unit 6- A Growing Nation	
Grade Level: 3rd Grade	Timeline: 12 days- February/March
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<ul style="list-style-type: none"> 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.	<ul style="list-style-type: none"> 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.
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.	<ul style="list-style-type: none"> 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. • 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
Interactions of people and events throughout history have shaped the world we experience today.	<ul style="list-style-type: none"> 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States

	<p>Constitution, the Bill of Rights).</p> <ul style="list-style-type: none"> 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time
Chronological sequencing helps us track events over time	<ul style="list-style-type: none"> 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.
Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	<ul style="list-style-type: none"> 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	<ul style="list-style-type: none"> 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world. 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.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> Follow 504/IEP accommodations Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities Learning Stations Small group & large group discussions Problem solving situations Restate, reword, clarify directions Provide Educational “breaks” as necessary Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities Learning Stations

	<ul style="list-style-type: none"> ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson Review interactivities online ● Online lesson quizzes ● Graphic organizers ● Vocabulary term exercises ● Illustration ● Group discussion ● Group/individual games ●
Summative	<ul style="list-style-type: none"> ● Chapter test

	<ul style="list-style-type: none"> ● Hands-on activity - Quest: Create a 3-D model or exhibit that tells an immigrant story
Benchmark	<ul style="list-style-type: none"> ● N/A
Alternative	<ul style="list-style-type: none"> ● Our Community ● What's in a Name? ● Changes Over Time ● Reader's Theater ● Presenting a News Report <ul style="list-style-type: none"> ○ Analyzing a timeline ○ Let's investigate ○ Finding answers ○ Who? What? Where? When? ○ Prepare a news report

Interdisciplinary Connections	
	<ul style="list-style-type: none"> ● English Language Arts ● Mathematics ● Health ● Science ● Technology ● Visual Arts ● Theatre

Integration of 21st Century Themes & Skills/Career Education- NJSL 9	
	<ul style="list-style-type: none"> ● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Credit Profile Core Ideas Performance Expectations There are benefits to having a positive credit history. ● 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history. Economic and Government Influences Core Ideas Performance Expectations Taxes are collected on a variety of goods and services at the local, state, and federal levels. ● 9.1.5.EG.1: Explain and give examples of what is meant by the term "tax." • ● 9.1.5.EG.2: Describe how tax monies are spent There is a broader economic system that influences your financial goals. ● 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals. • 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy. There are agencies, laws, and resources to protect individuals as consumers. ● 9.1.5. EG.5: Identify sources of consumer protection and assistance. New Jersey Department of Education June 2020 24 Financial Institutions Core Ideas Performance Expectations People can choose to save money in many places such as home in a piggy bank, bank, or credit union. ● 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies. Financial Psychology Core Ideas Performance Expectations An individual's financial traits and habits affect

his/her finances.

- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
- 9.1.5.FP.2: Identify the elements of being a good steward of money. Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.). Not all financial information is accurate or truthful.
- 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members. Planning and Budgeting Core Ideas Performance Expectations There are specific steps associated with creating a budget.
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- 9.1.5.RMI.2: Justify reasons to have insurance.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Integration of Technology

Interactive whiteboard, Google suite, chromebooks, online data bases, My World Social Studies textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use digital geography tools to learn more about the planet.
- Students will describe global information systems, and what they can do.
- Students will use active listening guides to analyze video from both the textbook and other sources.
- <http://www.brainpop.com>
- Google maps
- etext (lesson interactives)
- Youtube

Activities	Materials
Lesson 1: New Ways to Travel	Lesson 1: Student edition, pgs 230-235
Lesson 2: A New Home in America	Lesson 2: Student Edition pgs 238-243
Lesson 3: New Ways to Communicate	Lesson 3: Student Edition pgs 244-249
Lesson 4: New Ideas	Lesson 4: Student edition pgs 252-257
Teacher Notes: See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

Unit Overview

Content Area: Social Studies

Unit Title: Unit 7- Celebrating our Communities

Grade Level: 3rd Grade **Timeline:** 15 day- May

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Core Ideas/Performance Expectations

Core Ideas	Performance Expectations
<p>Certain dispositions help individuals contribute to the health of American democracy.</p>	<ul style="list-style-type: none"> ● 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. ● 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how selfdiscipline and civility contribute to the common good. ● 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. ● 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. • ● 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.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation
<p>Historical records are shaped by the society that the creator lived in.</p>	<ul style="list-style-type: none"> ● 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. 39 Page Core Idea Performance Expectations • ● 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. • ● 6.1.5.HistoryUP.7: Describe

Accommodations and Modifications

<p>Special Education</p>	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
<p>English Language Learners</p>	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
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Assessments	
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Summative	<ul style="list-style-type: none"> ● Chapter test ● Hands-on activity - Quest: Create an advertisement to describe why people like your community
Benchmark	<ul style="list-style-type: none"> ● N/A
Alternative	<ul style="list-style-type: none"> ● The History of Food ● Compare Celebrations ● Uniquely American ● Reader’s Theater ● Celebrating Culture <ul style="list-style-type: none"> ○ Learning about my culture ○ My family name ○ How my culture celebrations ○ America’s melting pot ○ Cultural scrapbook ○ Presentation

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- Google maps
- etext (lesson interactives)
- Youtube

Activities	Materials
Lesson 1: What Makes a Community?	Lesson 1: Student edition pgs 270-275
Lesson 2: 3 Types of Communities	Lesson 2: Student edition pgs 278-283
Lesson 3: People and Cultures	Lesson 3: Student edition pgs 284 -289
Lesson 4: Culture through the Arts	Lesson 4: Student edition pgs 290-295
Lesson 5: Cultural Celebrations	Lesson 5: Student edition pgs 296-301

Lesson 6: Our Nation's Diversity

Lesson 6: Student edition pgs 304-309

Teacher Notes: See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of	Use games as a way to review and

information and skill	reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with

	classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.

<p>Learning contracts or Personal Agendas</p>	<p>A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.</p>
<p>Compacting</p>	<p>This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).</p>
<p>Literature circles</p>	<p>Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.</p>
<p>Learning Centers</p>	<p>A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>
<p>Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe")</p>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a</p>

	<p>tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</p>
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