

Social Studies

Curriculum Guide

3rd Grade

Revised: July 2022

Approved by the Montclair Board of Education: August 2022



Montclair Public Schools

Course Title: Third Grade Social Studies

Curriculum Area: Social Studies **Credits:** N/A

Course Pre-Requisites: N/A

2022 Curriculum Writers

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Introduction

The Montclair Public Schools believe in celebrating the rich history of our magnet school system while ensuring consistent, high-quality instruction for all learners.

Toward that end, the MPS Social Studies Curriculum Guides have been updated to reflect the New Jersey Student Learning Standards (NJSLS) for Social Studies, as revised in 2020.

The NJSLS standards for Social Studies have been revised as follows as of June 2020:

1. NEW grade bands: by the end of grade 2, 5, 8, and 12
2. Specific performance expectations that address the time periods or eras in Standard 6.1 US History: America in the World known as Three Worlds Meet (Beginnings to 1620) and Colonization and Settlement (1585-1763) now appear in the grade band by the end of grade 5 (i.e. in grades 3-5) <https://phi.history.ucla.edu/nchs/history-standards/>

About the NJSLS-SS Eras

The specific time periods (years) and names of the eras were informed by [National Standards for History](#).

Standard 6.1 U.S. History: America in the World by the End of Grade 5

- Era 1 Three Worlds Meet (Beginnings to 1620)
 - Era 2 Colonization and Settlement (1585–1763)
3. Additional performance expectations in Standard 6.3 Active Citizenship in the 21st Century (by the end of grade 8) to support current day civics instruction.

For the full text of the 2020 NJSLS Social Studies, go to <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-SS.pdf>

Essential Questions

The NJSL standards for Social Studies encourage educators to use these and other Essential Questions to anchor learning across the curriculum.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Social Studies Practices

Social Studies Practices and skills that span the standards and should be considered in lesson planning and facilitation of the thematic units have been expanded as follows:

Practice	Description
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

The Social Studies curriculum in the upper elementary grades focuses on developing students' understanding of their citizenship roles in various communities. Students learn foundational ideas of US government, democracy, human rights, the common good, citizenship, and civil discourse, and explore identity through the study of diverse perspectives and cultures.

The curriculum provides teachers with a scope, sequence and pacing for thematic units to ensure that all standards are incorporated into teaching and learning for each grade level.

Overview

Overview	Theme (Thematic Unit) and Sub-Topics	Essential Questions	Skills (Performance Expectations and Social Studies Practices)	Standards
<p><u>Unit 1</u></p> <p>(10 weeks: Sept. to mid Nov.)</p>	<p>Citizenship and Civics</p> <ul style="list-style-type: none"> ● Social Studies and Stories/Maps and Models ● Setting Goals, Rules and Jobs ● <i>Culture Focus:</i> Hispanic Heritage (National Hispanic Heritage) ● Laws of the Land (US Constitution and Gov't) ● Symbols of the US ● <i>Culture Focus:</i> Jewish Holidays ● Voices and Voting 	<ul style="list-style-type: none"> ● What is Social Studies? <ul style="list-style-type: none"> ○ How can I keep track of key historical events over time? ○ What are the key historical documents of the US? ○ Which people have impacted history and the present day? ○ How can I understand history using multiple sources? ● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? (NJSLS) <ul style="list-style-type: none"> ○ What is a citizen? ○ What are civil rights? ○ What is the US Constitution and the structure of our gov't? ○ What are our government institutions? ○ Who works in the government and how do they get there? ○ What are my individual needs, rights, responsibilities? 	<ul style="list-style-type: none"> ● Use a timeline to put historical events in sequence over time. ● Understand maps and how they can be used to communicate information about our world. ● Use maps to identify locations, measure distances and determine time zones. ● Understand that key historical documents have shaped the government of the US and the rights and responsibilities of its people. ● Understand that historical records are shaped by one's perspectives. ● Understand that a diversity of people and their interactions have shaped events in the US, including the formation of its gov't, and the rights and responsibilities of its people. ● Explain the term citizen and the roles and responsibilities of citizens in a community. ● Identify goals, rules and jobs that would serve your individual needs and the needs of the community as a whole. ● Identify special rules and solutions to address bullying. ● Explain how the US functions as a representative democracy and the roles of those elected. 	<p>6.1.5.CivicsPI.1 to 9 6.1.5.CivicsDP.1 to 3 6.1.5.CivicsPR.1 to 4 6.1.5.CivicsHR.4 6.1.5.CivicsCM.4 and 6</p> <p>6.1.5.Geo</p> <p>6.1.5.Econ</p> <p>6.1.5.History.SE.2 6.1.5.History.CC.1</p>

		<ul style="list-style-type: none"> ○ What is the common good? ○ What is the Mayflower Compact? ● How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? (NJSL) ○ What is Jewish and Hispanci heritage? 	<ul style="list-style-type: none"> ● Describe how a democracy depends on and responds to individuals' participation. ● Explain that a major role of citizens is to make responsible decisions about who should govern. ● Identify US symbols, monuments and holidays. ● Explain how the Mayflower Compact served to set rules designed to protect the rights of the people and promote the common good. ● Describe why it's important to understand the perspectives of diverse cultures in our community. ● Understand that different groups of people migrate(d) to the US for different reasons and have diverse experiences; compare and contrast. 	
<p><u>Unit 2</u> (6 weeks: Nov. to end Dec.)</p>	<p>History and Holidays</p> <ul style="list-style-type: none"> ● Veterans Day ● Colonies and the History of Thanksgiving ● <i>Culture Focus:</i> Thanksgiving Holiday and Native American Heritage ● Bill of Rights Day 	<ul style="list-style-type: none"> ● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? (NJSL) ○ What is the Bill of Rights and the freedoms guaranteed in it? ○ What is Veterans Day? ○ What is the common defense as defined in the US Constitution? 	<ul style="list-style-type: none"> ● Understand that key historical documents have shaped the government of the US and the rights and responsibilities of its people. <ul style="list-style-type: none"> ○ Understand that the Bill of Rights shaped our gov't and the rights and responsibilities of its people. ○ Identify the rights spelled out in the Bill of Rights. ○ Explain how the US Constitution provides for the common defense, and what branches of the government have the power to use the military. 	<p>6.1.5.CivicsPR.1 to 4</p> <p>6.1.5.HistoryCC.1, CC.4, CC.6, CC.7, CC.12</p> <p>6.1.5.HistoryUP.1 to 7</p> <p>6.1.5.HistorySE.1 and 2</p> <p>6.1.5.GeoGI.1</p>

	<ul style="list-style-type: none"> ● <i>Culture Focus: Winter Holidays</i> 	<ul style="list-style-type: none"> ● How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? (NJSLs) <ul style="list-style-type: none"> ○ What was the role of belief systems and religious freedom in colonial times? (NJSLs) ○ What were the colonies? ○ What was life like in the colonies? ○ Why is it important to understand the perspectives of other people and cultures? (NJSLs) ○ What is Native American heritage? ○ What are the diverse winter holidays celebrated in the US? ● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? (NJSLs) <ul style="list-style-type: none"> ○ What were the interactions between people in the colonies 	<ul style="list-style-type: none"> ○ Identify the branches of the US military. ○ Explain Veterans Day and why it is celebrated. <ul style="list-style-type: none"> ● Investigate the role of belief systems and religious freedom in colonial times? ● Understand what life was like in the colonies for the colonists and for the indigenous people. ● Evaluate a variety of sources of information about the first Thanksgiving. ● Describe traditions of Thanksgiving as part of our US culture, including traditions within your own family. ● Understand the diversity of winter holidays celebrated in the US and identify major holidays. ● Describe traditions of winter holidays as part of our US culture, including traditions within your own family. <ul style="list-style-type: none"> ● Identify the interactions between the colonists and the indigenous people. ● Investigate the causes and effects of the interactions between the colonists and the indigenous people. ● Use a map to locate where the first Thanksgiving took place and to understand why that location impacted it. 	
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		<p>and what were the impacts?</p> <ul style="list-style-type: none"> ○ From where do winter holidays originate? 	<ul style="list-style-type: none"> ● Use a map or globe to locate the countries or regions from which major winter holidays originated. 	
<p>Unit 3 (12 weeks: Jan. to March)</p>	<p>Civil Rights in Society</p> <ul style="list-style-type: none"> ● New Year Reflections and Goals ● Civil Rights Movements: Yesterday and Today ● Martin Luther King, Jr. ● Black History Month ● <i>Culture Focus</i>: Chinese New Year ● Presidents Day ● Women’s History Month 	<ul style="list-style-type: none"> ● How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? (NJSLS) <ul style="list-style-type: none"> ○ Why is it important to reflect on the past and set goals for the future? ○ What are the basic civil rights as written in the US Constitution and Bill of Rights? ○ How can citizens communicate with the government? ○ What can citizens and groups do in response to violations of civil rights? ○ What are the key events in the history of civil rights movements? ○ Why do we have Black History Month? ○ What are the key events and who are the key people involved in Black History? 	<ul style="list-style-type: none"> ● Evaluate (re-evaluate) rules and procedures and determine if they meet the needs of individuals and the community. ● Recall and describe the basic civil rights written in the US Constitution and Bill of Rights. ● Identify actions that are unfair or discriminatory. ● Explain how individuals and groups can influence change at the local, state and national levels of government, and the importance of diversity in the process. ● Research and report on the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders and how they led to key changes. ● Compare and contrast responses of individuals and groups, past and present, to violations of civil rights. ● Discuss the history of Black History Month. ● Examine the contributions of Black people (and peoples) to key achievements in all areas of life. 	<p>6.1.5.CivicsHR.1 to 4 6.1.5.CivicsPD.1 to 4 6.1.5.CivicsDP 1 to 3</p> <p>6.1.5.Geo.SV.1 to 5</p> <p>6.1.5.History.CC.1 and 2 6.1.5.History.CC.9 6.1.5.History.UP.1 and 7</p>

		<ul style="list-style-type: none"> ○ What is Chinese New Year? ○ Why is it important to learn about Asian culture? ○ What are the key events and who are the key people involved in Women's History? 	<ul style="list-style-type: none"> ● Report on the contributions of Black people (and/or peoples) to key achievements in all areas of life. ● Describe Chinese New Year as a cultural practice, including its meaning and symbolism. ● Describe why it's important to understand the perspectives of diverse cultures in our community and the world. ● Use maps to understand the origins of Asian people and their cultures. ● Discuss the history of Women's History Month. ● Examine the contributions of women to key achievements in all areas of life. ● Report on the contributions of women to key achievements in all areas of life. 	
<p><u>Unit 4</u> (12 weeks: April to June)</p>	<p>Our Community: Montclair</p> <ul style="list-style-type: none"> ● History of Montclair, NJ ● Montclair on the Map ● Transportation and Technology in Montclair ● Jobs and Workers in Montclair ● Government Structure and Services in Montclair 	<ul style="list-style-type: none"> ● How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? (NJSLS) ● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? (NJSLS) ● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? (NJSLS) 	<ul style="list-style-type: none"> ● Describe the services the local government provides the community. ● Investigate different ways Montclair citizens participate in local government through representing fellow citizens, voting and paying taxes (and rent), and interacting with elected officials, etc. ● Compare and contrast the powers of local government with state and national government. ● Describe ways in which Montclair citizens participate in other local organizations such as various workplaces, aid organizations, arts, sports, literacy and healthcare, business. 	<p>6.1.5.CivicsPI.1 to 9 6.1.5.CivicsDP.1 to 3 6.1.5.CivicsPR.1 to 4 6.1.5.CivicsHR.4 6.1.5.CivicsCM.4 and 6 6.1.5.Geo 6.1.5.Econ 6.1.5.History.SE.2 6.1.5.History.UP.1 and 7</p>

	<ul style="list-style-type: none"> • Arts and Culture in Montclair • Architecture and Development in Montclair • <i>Culture Focus:</i> Asian American Pacific Islander Heritage • Juneteenth 		<ul style="list-style-type: none"> • Understand the history of Montclair citizens and government and compare and contrast it to the present. • Explain how and why it's important that people from diverse cultures collaborate to find solutions to problems in the community. • Identify Montclair as an urban, suburban or rural community. • Describe how human activity has impacted the community over time and compare it to the present. • Define trade and explain how and why trade took place over time and compare it to the present. • Identify how technology, such as communication, transportation and energy has changed over time and compare it to the present. • Identify how local geography, resources, transportation, technology and the workforce contribute to the economy. • Understand the impact of ideas, inventions and other contributions of prominent figures who lived in Montclair. • Describe the reasons various groups immigrated to NJ and the US and cite evidence from multiple perspectives to describe the challenges they encountered. • Use maps and other geographical representations to describe the similarities and differences between places in the world. 	
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**Suggested Open
Educational
Resources**

NJ Department of Education Statutes

- The Amistad Commission's Virtual Curriculum: <http://www.njamistadcurriculum.net/>
- NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust/>
- Asian American Pacific Islander Education <https://asianamericanedu.org/>
- NJSLS Diversity, Equity and Inclusion Educational Resources <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Reading Lists

<https://www.readbrightly.com/>

Google Earth

<https://earth.google.com/web/@37.92038358,86.32406297,-946.96887853a,13351157.72611857d,35y,0h,0t,0r>

Montclair Public Schools Instructional Unit

Content:	Social Studies		Grade:	3
Trimester	1	Unit Title:	Citizenship and Civics	Pacing: Sept. to Nov. (beginning) - 10 weeks

Overview

Big Ideas:

- Rules, policies and laws are designed to protect the rights of people, resolve conflicts and promote the common good.
- Individuals have the right to be safe and not be discriminated against (or bullied).
- In a representative democracy, individuals play a role in how the government functions, including electing representatives to act on their behalf and that of the people.
- Branches and levels of government have different powers and responsibilities.
- Diverse perspectives are important to make responsible decisions about who should govern and to resolve conflicts.

Essential Questions:

- What is Social Studies?
- What is US Patriots Day and why do we celebrate?
- What is US Constitution Day and why do we celebrate?
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understandings:

- Social Studies is the study of human society, including the study of history, geography, culture, civics and economics.
- Processes and rules are how groups of people make decisions, govern themselves, and address public problems.
- Diverse perspectives are important so that civil rights are maintained for all people in a society.
- The US Constitution and other founding documents provide the foundation of ideas upon which the US government functions to represent and support both individual rights and the common good.
- Spatial views of the world focus on the creation of maps and use of geospatial technologies.

Timeframe	Critical Skills and Knowledge	Depth of Knowledge	NJSL Standards
Beginning of Year/Establish the SS Classroom <ul style="list-style-type: none"> ● 1-2 weeks ● or throughout the first unit 	<ul style="list-style-type: none"> ● Social Studies and Stories/Maps and Models <ul style="list-style-type: none"> ○ Use a timeline to put historical events in sequence over time. ○ Understand maps and how they can be used to communicate information about our world. ○ Use maps to identify locations, measure distances and determine time zones. ○ Understand that key historical documents have shaped the government of the US and the rights and responsibilities of its people. ○ Understand that historical records are shaped by one's perspectives. ○ Understand that a diversity of people and their interactions have shaped events in the US, including the formation of its gov't, and the rights and responsibilities of its people. 		6.1.5.CivicsPI.1 to 9 6.1.5.CivicsDP.1 to 3 6.1.5.CivicsPR.1 to 4 6.1.5.CivicsHR.4 6.1.5.CivicsCM.4 and 6 6.1.5.Geo 6.1.5.Econ 6.1.5.History.SE.2 6.1.5.History.CC.1
Beginning of Year/Establish the SS Classroom <ul style="list-style-type: none"> ● 1-2 weeks ● or throughout the first unit 	<ul style="list-style-type: none"> ● Setting Goals, Rules and Jobs <ul style="list-style-type: none"> ○ Explain the term citizen and the roles and responsibilities of citizens in a community. ○ Identify goals, rules and jobs that would serve your individual needs and the needs of the community as a whole. ○ Identify special rules and solutions to address bullying. 		6.1.5.CivicsPI.1 to 9 6.1.5.CivicsDP.1 to 3 6.1.5.CivicsPR.1 to 4 6.1.5.CivicsHR.4 6.1.5.CivicsCM.4 and 6 6.1.5.Geo 6.1.5.Econ 6.1.5.History.SE.2 6.1.5.History.CC.1
Mid-Sept. to mid-Oct. <ul style="list-style-type: none"> ● National Hispanic Heritage Month 	<ul style="list-style-type: none"> ● Culture Focus: Hispanic Heritage <ul style="list-style-type: none"> ○ Describe why it's important to understand the perspectives of diverse cultures in our community. 		6.1.5.CivicsPI.1 to 9 6.1.5.CivicsDP.1 to 3 6.1.5.CivicsPR.1 to 4 6.1.5.CivicsHR.4

	<ul style="list-style-type: none"> ○ Understand that different groups of people migrate(d) to the US for different reasons and have diverse experiences; compare and contrast. 		<p>6.1.5.CivicsCM.4 and 6</p> <p>6.1.5.Geo</p> <p>6.1.5.Econ</p> <p>6.1.5.History.SE.2</p> <p>6.1.5.History.CC.1</p>
<p>Mid-Sept.</p> <ul style="list-style-type: none"> ● Sept. 17 Constitution Day ● Sept. 17-23 Constitution Week 	<ul style="list-style-type: none"> ● Laws of the Land (US Constitution and Gov't) <ul style="list-style-type: none"> ○ Understand that key historical documents have shaped the US government and the rights and responsibilities of its people. 		<p>6.1.5.CivicsPI.1 to 9</p> <p>6.1.5.CivicsDP.1 to 3</p> <p>6.1.5.CivicsPR.1 to 4</p> <p>6.1.5.CivicsHR.4</p> <p>6.1.5.CivicsCM.4 and 6</p> <p>6.1.5.Geo</p> <p>6.1.5.Econ</p> <p>6.1.5.History.SE.2</p> <p>6.1.5.History.CC.1</p>
1-2 weeks	<ul style="list-style-type: none"> ● Symbols of the US <ul style="list-style-type: none"> ○ Identify US symbols, monuments and holidays. 		<p>6.1.5.CivicsPI.1 to 9</p> <p>6.1.5.CivicsDP.1 to 3</p> <p>6.1.5.CivicsPR.1 to 4</p> <p>6.1.5.CivicsHR.4</p> <p>6.1.5.CivicsCM.4 and 6</p> <p>6.1.5.Geo</p> <p>6.1.5.Econ</p> <p>6.1.5.History.SE.2</p> <p>6.1.5.History.CC.1</p>
1-2 weeks	<ul style="list-style-type: none"> ● Seeking Freedom 		
1-2 weeks	<ul style="list-style-type: none"> ● Culture Focus: Jewish Holidays <ul style="list-style-type: none"> ○ Describe why it's important to understand the perspectives of diverse cultures in our community. ○ Understand that different groups of people migrate(d) to the US for 		<p>6.1.5.CivicsPI.1 to 9</p> <p>6.1.5.CivicsDP.1 to 3</p> <p>6.1.5.CivicsPR.1 to 4</p> <p>6.1.5.CivicsHR.4</p> <p>6.1.5.CivicsCM.4 and 6</p>

	different reasons and have diverse experiences; compare and contrast.		6.1.5.Geo 6.1.5.Econ 6.1.5.History.SE.2 6.1.5.History.CC.1
early Nov. ● Election Day (Nov. 8, 2022)	<ul style="list-style-type: none"> ● Voices and Voting <ul style="list-style-type: none"> ○ Explain that the US functions as a representative democracy. ○ Understand that elected representatives at the local, state and national levels each have different roles. ○ Describe how a democracy depends on and responds to individuals' participation. ○ Explain that a major role of citizens is to make responsible decisions about who should govern. 		6.1.5.CivicsPI.1 to 9 6.1.5.CivicsDP.1 to 3 6.1.5.CivicsPR.1 to 4 6.1.5.CivicsHR.4 6.1.5.CivicsCM.4 and 6 6.1.5.Geo 6.1.5.Econ 6.1.5.History.SE.2 6.1.5.History.CC.1

Instructional Plan

Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

- (KWL) Know/Want-to-Know/Learn (via Flipgrid, etc.)
- Pre-Assessment (via Google Question or Google Form, etc.)
- Sub-topic/unit Quizzes
- Project Based Learning/Assessment
- Ongoing Assessment (via Pear Deck, Jeopardy Labs, Google Questions, etc.)
- Anecdotal observations; student discourse

Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

- Project Based Learning/Assessment
- Unit Test

Texts

Supplementary Resources

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

- **Social Studies and Stories/Maps and Models**

Read Aloud: *The Singing Man* by Angela Shelf Medearis
Read Aloud: *Fireboat: The Heroic Adventures of John J. Harvey*
<https://www.youtube.com/watch?v=kYBbe93o110>

HH: Unit 1 Ch. 2 Lesson 1 Where on Earth is Your Community? (Maps)
HH: Unit 1 Ch. 2 Lesson 3 Every Community Has a Story (Timelines and Primary Sources)

- **Setting Goals, Rules and Jobs**

Read Aloud: *Each Kindness* by Jacqueline Woodson
<https://childrenslibrarylady.com/each-kindness/>
<https://www.youtube.com/watch?v=kj7Oc0ZoOjM>

HH: Unit 1 Chapter 1 Communities Are People Lesson 4: People Getting Along

- **Culture Focus: Hispanic Heritage (National Hispanic Heritage)**

Read Aloud: *Who Was Cesar Chavez?* by Dana Meachen Rau
Read Aloud: <https://www.readbrightly.com/picture-books-celebrate-hispanic-heritage/>

HH: Unit 4 Ch. 8 Lesson 1 A Nation of Immigrants
HH: Unit 4 Ch. 8 Lesson 4 People Express Their Culture
HH: Unit 4 Ch. 7 Lesson 2 Real American Heroes (Cesar Chavez)
HH: Unit 3 Ch. 6 Lesson 1 The World in Geographer's Terms (Maria Teresa Ramirez)

- **Laws of the Land (US Constitution and Gov't)**

Read Aloud: *We the Kids* by David Catrow
Read Aloud: *Shh! We're Writing the Constitution* by Jean Fritz

HH: Unit 2 Ch. 4 Lesson 1 The National Government
HH: Unit 2 Ch. 3 Lesson 4 Branches and Levels of Government

Districts or schools choose supplementary resources that are not considered "texts."

- **Social Studies and Stories/Maps and Models**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/geography/readingmaps/>

- **Setting Goals, Rules and Jobs**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/>

- **Culture Focus: Hispanic Heritage (National Hispanic Heritage)**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/geography/mexico/>

- **Laws of the Land (US Constitution and Gov't)**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/government/branchesofgovernment/>
BrainPopJr.: <https://jr.brainpop.com/socialstudies/government/president/>

- **Symbols of the US**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/citizenship/ussymbols/>

- **Seeking Freedom**

HH: Unit 6 Ch. 12 Lesson 4 People Who Share (Democratic Values - Common Good)

- **Symbols of the US**

Read Aloud: *The Star-Spangled Banner* by Peter Spier

Read Aloud: *Our Pledge, Our Promise: The Pledge of Allegiance Explained* by Sheri Wall

HH: Unit 2 Ch. 4 Lesson 4: Symbols of National Pride

- **Seeking Freedom**

Read Aloud: *History Smashers: The Mayflower* by Kate Messner

Read Aloud: *Henry's Freedom Box* by Ellen Levine

<https://www.youtube.com/watch?v=zvSBEI483U>

Read Aloud: *Watercress* by Andrea Wang

<https://www.youtube.com/watch?v=fxeA8OY7Xgs>

Read Aloud: *We Came to America* by Faith Ringgold

HH: Unit 5 Ch. 10 Lesson 3 A New Nation

HH: Unit 4 Ch. 8 Lesson 1 A Nation of Immigrants

HH: Unit 4 Ch. 8 Lesson 3 Cities of Many Cultures

HH: Unit 4 Ch. 8 Lesson 4 People Express Their Culture

- **Culture Focus: Jewish Holidays**

Read Aloud: *On Rosh Hashanah and Yom Kippur* by Cathy Goldberg Fishman

HH: Unit 4 Ch. 8 Lesson 4 People Express Their Culture (Religion)

- **Voices and Voting**

Read Aloud: *Grace for President* by Kelly DiPucchio

HH: Unit 2 Ch. 4 Lesson 2 Citizens Have Rights and Responsibilities

BrainPopJr.: <https://jr.brainpop.com/socialstudies/americanhistory/ellisland/>

BrainPopJr.: <https://jr.brainpop.com/socialstudies/geography/continentsandoceans/>

- **Culture Focus: Jewish Holidays**

- **Voices and Voting**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/government/localandstategovernments/>

NJ Amistad Commission Interactive Curriculum <http://www.njamistadcurriculum.net/history/units>

NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust>

Using Their Words: Six Elements of Social Justice Curriculum Design for the Elementary Classroom" - <https://files.eric.ed.gov/fulltext/EJ1105049.pdf>

NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide:

https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

Echoes and Reflections – Teaching the Holocaust, Inspiring the Classroom:

<https://echoesandreflections.org/teach/>

Instructional Best Practices and Exemplars

This is a place to capture standards integration and instructional best practices.

<https://www.learningforjustice.org/classroom-resources/lessons/exploring-young-immigrant-stories>
<https://www.learningforjustice.org/classroom-resources/lessons/the-rich-tapestry-of-religion-in-the-united-states>
<https://www.learningforjustice.org/classroom-resources/lessons/examining-stereotypes-in-books>

<https://www.nj.gov/education/holocaust/curriculum/>

Hispanic Heritage
<https://www.hispanicheritagemonth.gov/about/>

Google Earth
<https://earth.google.com/web/@37.92038358,86.32406297,-946.96887853a,13351157.72611857d,35y,0h,0t,0r>

AAPJ Lesson Plans
<https://asianamericanedu.org/>

<http://www.njamistadcurriculum.net/>
<http://www.njamistadcurriculum.net/history/units>

Montclair Public Schools Instructional Unit

Content:	Social Studies		Grade:	3
Trimester	1/2	Unit Title:	History and Holidays	Pacing: 6 weeks (mid-Nov. to Dec.)

Overview

Big Ideas:

- Key historical documents have shaped the government of the US and the rights and responsibilities of its people.

Essential Questions:

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? (NJSL)

- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? (NJSLS)
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? (NJSLS)

Enduring Understandings:

- Participation in civic society requires learning about public issues and determining how and when to take action to address them.
- Deliberation in civic society requires honesty, mutual respect, cooperation, and attentiveness to multiple perspectives.
- Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.
- Culture influences the locations and the types of interactions that occur between people and the natural environment.
- People have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes.
- Understanding perspectives requires you to seek out a range of sources on any historical question.

Timeframe	Critical Skills and Knowledge	Depth of Knowledge	NJSLS Standards
Veterans Day	<ul style="list-style-type: none"> ● Understand that key historical documents have shaped the government of the US and the rights and responsibilities of its people. <ul style="list-style-type: none"> ○ Explain how the US Constitution provides for the common defense, and what branches of the government have the power to use the military. ○ Identify the branches of the US military. ○ Explain Veterans Day and why it is celebrated. 		6.1.5.CivicsPR.1 to 4 6.1.5.HistoryCC.1, CC.4, CC.6, CC.7, CC.12 6.1.5.HistoryUP.1 to 7 6.1.5.HistorySE.1 and 2 6.1.5.GeoGI.1
Colonial Times and the History of Thanksgiving	<ul style="list-style-type: none"> ● Investigate the role of belief systems and religious freedom in colonial times? ● Understand what life was like in the colonies for the colonists and for the indigenous people. ● Evaluate a variety of sources of information about the first Thanksgiving. 		6.1.5.CivicsPR.1 to 4 6.1.5.HistoryCC.1, CC.4, CC.6, CC.7, CC.12 6.1.5.HistoryUP.1 to 7 6.1.5.HistorySE.1 and 2 6.1.5.GeoGI.1

<p><i>Culture Focus:</i> Thanksgiving Holiday and Native American Heritage</p>	<ul style="list-style-type: none"> ● Describe traditions of Thanksgiving as part of our US culture, including traditions within your own family. 		<p>6.1.5.CivicsPR.1 to 4</p> <p>6.1.5.HistoryCC.1, CC.4, CC.6, CC.7, CC.12</p> <p>6.1.5.HistoryUP.1 to 7</p> <p>6.1.5.HistorySE.1 and 2</p> <p>6.1.5.GeoGL.1</p>
<p>Bill of Rights Day</p>	<ul style="list-style-type: none"> ● Understand that key historical documents have shaped the government of the US and the rights and responsibilities of its people. <ul style="list-style-type: none"> ○ Understand that the Bill of Rights shaped our gov't and the rights and responsibilities of its people. ○ Identify the rights spelled out in the Bill of Rights. 		<p>6.1.5.CivicsPR.1 to 4</p> <p>6.1.5.HistoryCC.1, CC.4, CC.6, CC.7, CC.12</p> <p>6.1.5.HistoryUP.1 to 7</p> <p>6.1.5.HistorySE.1 and 2</p> <p>6.1.5.GeoGL.1</p>
<p><i>Culture Focus:</i> Winter Holidays</p>	<ul style="list-style-type: none"> ● Understand the diversity of winter holidays celebrated in the US and identify major holidays. ● Describe traditions of winter holidays as part of our US culture, including traditions within your own family. 		<p>6.1.5.CivicsPR.1 to 4</p> <p>6.1.5.HistoryCC.1, CC.4, CC.6, CC.7, CC.12</p> <p>6.1.5.HistoryUP.1 to 7</p> <p>6.1.5.HistorySE.1 and 2</p> <p>6.1.5.GeoGL.1</p>

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Instructional Plan

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> ● (KWL) Know/Want-to-Know/Learn (via Flipgrid, etc.) ● Pre-Assessment (via Google Question or Google Form, etc.) ● Sub-topic/unit Quizzes ● Project Based Learning/Assessment ● Ongoing Assessment (via Pear Deck, Jeopardy Labs, Google Questions, etc.) ● Anecdotal observations; student discourse 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> ● Project Based Learning/Assessment ● Unit Test
Texts	Supplementary Resources
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <ul style="list-style-type: none"> ● Veterans Day Read Aloud: <i>Branches of the Military</i> by Sean Callery Read Aloud: <i>The Tuskegee Airmen Story</i> by Lynn Homan and Thomas Reilly ● Colonies and the History of Thanksgiving Read Aloud: <i>The First Thanksgiving (Fact vs. Fiction in US History)</i> by Peter Mavrikis Read Aloud: <i>If You Lived During the Plimoth Thanksgiving</i> by Chris Newell 	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <ul style="list-style-type: none"> ● Veterans Day BrainPop: https://www.brainpop.com/socialstudies/ushistory/veteransday/ ● Colonies and the History of Thanksgiving BrainPopJr.: https://jr.brainpop.com/socialstudies/americanhistory/thirteencolonies/

Read Aloud: *Thank You, Sarah: The Woman Who Saved Thanksgiving* by Laurie Halse Anderson and Matt Faulkner

HH: Unit 5 Ch. 10 Lesson 2 Newcomers Arrive

HH: Unit 5 Ch. 9 Lesson 3 Tracing a Community's History

- **Culture Focus: Thanksgiving Holiday and Native American Heritage**

Read Aloud: *Giving Thanks: A Native American Good Morning Message* by Chief Jake Swamp

Read Aloud: *Finding My Dance* by Ria Thundercloud

Read Aloud: *Milly and the Macy's Parade* by Shana Corey

<https://www.youtube.com/watch?v=6lwru4yj3Yk>

HH: Unit 4 Ch. 7 Lesson 3 Our American Heritage

HH: Unit 5 Ch. 10 Lesson 1 America's Earliest Communities

- **Bill of Rights Day**

Read Aloud: *The Bill of Rights: Protecting Our Freedom Then and Now* by Syl Sobel J.D.

HH: Unit 2 Ch. 4 Lesson 2 Citizens Have Rights and Responsibilities

- **Culture Focus: Winter Holidays**

Read Aloud: Read Aloud: *Too Many Tamales* by Gary Soto

<https://www.youtube.com/watch?v=tmUDUr3NkRI>

<https://www.readbrihtly.com/picture-books-celebrate-hispanic-heritage/>

Read Aloud: *Simon and the Bear: A Hanukkah Tale* by Eric A. Kimmel

<https://www.youtube.com/watch?v=548YOiQzmM>

HH: Unit 4 Ch. 8 Lesson 5 Holiday Customs and Traditions

- **Culture Focus: Thanksgiving Holiday and Native American Heritage**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/americanhistory/thanksgiving/>

BrainPopJr.: <https://jr.brainpop.com/socialstudies/nativeamericans/>

- **Bill of Rights Day**

BrainPop: <https://www.brainpop.com/socialstudies/usgovernment/billofrights/movie>

- **Culture Focus: Winter Holidays**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/holidays/winterholidays/>

NJ Amistad Commission Interactive Curriculum <http://www.njamistadcurriculum.net/history/units>

NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust>

Using Their Words: Six Elements of Social Justice Curriculum Design for the Elementary Classroom" - <https://files.eric.ed.gov/fulltext/EJ1105049.pdf>

NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide:

https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

Echoes and Reflections – Teaching the Holocaust, Inspiring the Classroom:

<https://echoesandreflections.org/teach/>

Instructional Best Practices and Exemplars

This is a place to capture standards integration and instructional best practices.

Culture Focus: Winter Holidays

https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson1134/assignment.pdf

AAPI Lesson Plans

<https://asianamericanedu.org/>

<https://www.isbe.net/Documents/TEAACH-Act-Resources.pdf>

Montclair Public Schools Instructional Unit

Content:	Social Studies		Grade:	3	
Trimester	2	Unit Title:	Civil Rights in Society	Pacing:	12 weeks (Jan. to March)

Overview

Big Ideas:

- Personal freedoms balanced against individual responsibilities
- All persons are free by nature and are equal in their inherent and inalienable rights.

Essential Questions:

- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? (NJSLS)

Enduring Understandings:

- Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual.
- Human rights are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status.
- Understanding democratic principles, such as equality, freedom, liberty and respect for human rights is a fundamental concept of being a citizen in a democratic republic.
- Understanding perspectives requires you to seek out a range of sources on any historical question.

NJSLS

Timeframe	Critical Skills and Knowledge	Depth of Knowledge	NJSLS Standards
<ul style="list-style-type: none"> New Year Reflections and Goals 	<ul style="list-style-type: none"> Evaluate (re-evaluate) rules and procedures and determine if they meet the needs of individuals and the community. 		6.1.5.CivicsHR.1 to 4 6.1.5.CivicsPD.1 to 4 6.1.5.CivicsDP 1 to 3 6.1.5.Geo.SV.1 to 5 6.1.5.History.CC.1 and 2 6.1.5.History.CC.9 6.1.5.History.UP.1 and 7
<ul style="list-style-type: none"> Civil Rights Movements: Yesterday and Today 	<ul style="list-style-type: none"> Recall and describe the basic civil rights written in the US Constitution and Bill of Rights. Identify actions that are unfair or discriminatory. Explain how individuals and groups can influence change at the local, state and national levels of government, and the importance of diversity in the process. 		6.1.5.CivicsHR.1 to 4 6.1.5.CivicsPD.1 to 4 6.1.5.CivicsDP 1 to 3 6.1.5.Geo.SV.1 to 5 6.1.5.History.CC.1 and 2 6.1.5.History.CC.9 6.1.5.History.UP.1 and 7
<ul style="list-style-type: none"> Martin Luther King, Jr. 	<ul style="list-style-type: none"> Research and report on the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders and how they led to key changes. Compare and contrast responses of individuals and groups, past and present, to violations of civil rights. 		6.1.5.CivicsHR.1 to 4 6.1.5.CivicsPD.1 to 4 6.1.5.CivicsDP 1 to 3 6.1.5.Geo.SV.1 to 5 6.1.5.History.CC.1 and 2 6.1.5.History.CC.9 6.1.5.History.UP.1 and 7
<ul style="list-style-type: none"> Black History Month 	<ul style="list-style-type: none"> Discuss the history of Black History Month. Examine the contributions of Black people (and peoples) to key achievements in all areas of life. Report on the contributions of Black people (and/or peoples) to key achievements in all areas of life. 		6.1.5.CivicsHR.1 to 4 6.1.5.CivicsPD.1 to 4 6.1.5.CivicsDP 1 to 3 6.1.5.Geo.SV.1 to 5

			6.1.5.History.CC.1 and 2 6.1.5.History.CC.9 6.1.5.History.UP.1 and 7
<ul style="list-style-type: none"> ● <i>Culture Focus:</i> Lunar New Year 	<ul style="list-style-type: none"> ● Describe Chinese New Year as a cultural practice, including its meaning and symbolism. ● Describe why it's important to understand the perspectives of diverse cultures in our community and the world. ● Use maps to understand the origins of Asian people and their cultures. 		6.1.5.CivicsHR.1 to 4 6.1.5.CivicsPD.1 to 4 6.1.5.CivicsDP 1 to 3 6.1.5.Geo.SV.1 to 5 6.1.5.History.CC.1 and 2 6.1.5.History.CC.9 6.1.5.History.UP.1 and 7
<ul style="list-style-type: none"> ● Presidents Day 	<ul style="list-style-type: none"> ● Understand the timeline of events of the birthdays of President George Washington and President Abraham Lincoln and the major events in their lives that impacted the US government and its citizens. 		6.1.5.CivicsHR.1 to 4 6.1.5.CivicsPD.1 to 4 6.1.5.CivicsDP 1 to 3 6.1.5.Geo.SV.1 to 5 6.1.5.History.CC.1 and 2 6.1.5.History.CC.9 6.1.5.History.UP.1 and 7
<ul style="list-style-type: none"> ● Women's History Month 	<ul style="list-style-type: none"> ● Discuss the history of Women's History Month. ● Examine the contributions of women to key achievements in all areas of life. ● Report on the contributions of women to key achievements in all areas of life. 		6.1.5.CivicsHR.1 to 4 6.1.5.CivicsPD.1 to 4 6.1.5.CivicsDP 1 to 3 6.1.5.Geo.SV.1 to 5 6.1.5.History.CC.1 and 2 6.1.5.History.CC.9 6.1.5.History.UP.1 and 7

Instructional Plan			
Formative Assessment Plan		Summative Assessment Plan	
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> ● (KWL) Know/Want-to-Know/Learn (via Flipgrid, etc.) ● Pre-Assessment (via Google Question or Google Form, etc.) ● Sub-topic/unit Quizzes ● Project Based Learning/Assessment ● Ongoing Assessment (via Pear Deck, Jeopardy Labs, Google Questions, etc.) ● Anecdotal observations; student discourse 		<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> ● Project Based Learning/Assessment ● Unit Test 	
Texts		Supplementary Resources	
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <ul style="list-style-type: none"> ● New Year Reflections and Goals <p>Read Aloud: <i>Y is for Yet: A Growth Mindset Alphabet</i> by Shannon Anderson https://www.youtube.com/watch?v=XekYdto3JNA</p> <ul style="list-style-type: none"> ● Civil Rights Movements: Yesterday and Today <p>Read Aloud: <i>Through My Eyes</i> by Ruby Bridges Read Aloud: <i>The Other Side</i> by Jacqueline Woodson https://www.youtube.com/watch?v=QqKteFSLPtE https://www.learningtogive.org/resources/other-side-literature-guide Read Aloud: <i>Lillian's Right to Vote</i> by Jonah Winter and Shane W. Evans</p>		<p><i>Districts or schools choose supplementary resources that are not considered "texts."</i></p> <ul style="list-style-type: none"> ● New Year Reflections and Goals <ul style="list-style-type: none"> ● Civil Rights Movements: Yesterday and Today <p>BrainPopJr.: https://jr.brainpop.com/socialstudies/americanhistory/rubybridges/</p>	

<https://www.youtube.com/watch?v=yP6Wf3OJIYk>

HH:

- **Martin Luther King, Jr.**

Read Aloud: *Memphis, Martin and the Mountaintop: The Sanitation Strike of 1968* by Alice Faye Duncan

Read Aloud: *I am Rosa Parks* by Brad Meltzer

HH: Unit 2 Ch. 4 Lesson 3 Models of American Citizenship (Dr. Martin Luther King, Jr.)

- **Black History Month**

Read Aloud: *28 Days: Moments in Black History That Changed the World* by Charles R. Smith Jr.

Read Aloud: *History Smashers: The Underground Railroad* by Kate Messner

Read Aloud: *The 1619 Project: Born on the Water* by Nicole Hannah-Jones and Renee Watson

HH:

- **Culture Focus: Chinese New Year**

Read Aloud: *A Sweet New Year for Ren* by Michelle Sterling

Read Aloud: *Nian, The Chinese New Year Dragon* by Virginia Loh-Hagan and Timothy Banks

HH: Unit 4 Ch. 8 Lesson 4 People Express Their Culture

- **Presidents' Day**

Read Aloud: *Presidents' Day* by Anne Rockwell

Read Aloud: *I am Abraham Lincoln* by Brad Meltzer

Read Aloud: *Abe Lincoln: The Boy Who Loved Books* by Kay Winters

Read Aloud: *I am George Washington* by Brad Meltzer

Read Aloud: *Never Caught: The Story of Ona Judge* by Erica Armstrong Dunbar

HH: Unit 5 Ch. 10 Lesson 5 The Nation Grows

- **Martin Luther King, Jr.**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/americanhistory/martinlutherkingjr/>

BrainPopJr.: <https://jr.brainpop.com/socialstudies/americanhistory/rosaparks/>

- **Black History Month**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/biographies/georgewashingtoncarver/>

BrainPopJr.: <https://jr.brainpop.com/socialstudies/biographies/maejemison/>

BrainPopJr.: <https://jr.brainpop.com/socialstudies/biographies/jackierobinson/>

- **Culture Focus: Chinese New Year**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/holidays/lunarnewyear/>

- **Presidents' Day**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/americanhistory/abrahamlincoln/>

BrainPopJr.: <https://jr.brainpop.com/socialstudies/americanhistory/georgewashington/>

- **Women’s History Month**

Read Aloud: *History Smashers: Women’s Right to Vote* by Kate Messner
 Read Aloud: *Counting on Catherine* by Helaine Becker
<https://www.youtube.com/watch?v=wXtTMCBpXRg>
 Read Aloud: *Little Leaders: Bold Women in Black History* by Vashti Harrison
 Read Aloud: *Frida Kahlo: The Artist Who Painted Herself* by Margaret Frith
 Read Aloud: *Sonia Sotomayor: A Judge Grows in the Bronx* by Jonah Winter
 Read Aloud: *Queen of Physics: How Wu Chien Shiung Helped Unlock the Secrets of the Atom* by Teresa Robeson
 Read Aloud: *The Fearless Flights of Hazel Ying Lee* by Julie Leung

HH: (various biographies)

- **Women’s History Month**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/americanhistory/susanbanthony/>
 BrainPopJr.: <https://jr.brainpop.com/socialstudies/americanhistory/harriettubman/>
 BrainPopJr.: <https://jr.brainpop.com/socialstudies/biographies/clarabarton/>
 BrainPopJr.: <https://jr.brainpop.com/socialstudies/biographies/georgiakoeffe/>

NJ Amistad Commission Interactive Curriculum <http://www.njamistadcurriculum.net/history/units>
 NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust>
 Using Their Words: Six Elements of Social Justice Curriculum Design for the Elementary Classroom” - <https://files.eric.ed.gov/fulltext/EJ1105049.pdf>
 NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide:
https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf
 Echoes and Reflections – Teaching the Holocaust, Inspiring the Classroom:
<https://echoesandreflections.org/teach/>

Instructional Best Practices and Exemplars

This is a place to capture standards integration and instructional best practices.

AAPI Lesson Plans
<https://www.isbe.net/Documents/TEAACH-Act-Resources.pdf>
<https://asianamericanedu.org/>

Montclair Public Schools Instructional Unit

Content:	Social Studies		Grade:	3	
Trimester:	3	Unit Title:	Our Community: Montclair	Pacing:	12 weeks (April to June)

Overview

Big Ideas:

- Multiple perspectives on diverse cultures and belief systems provide a context for understanding our communities and our world.
- Experiences people have when they move to new places differ for many reasons, whether it is by choice or condition.
- Maps and spatial thinking can be used to communicate and understand information about a place.

Essential Questions:

- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? (NJSLs)
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? (NJSLs)
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? (NJSLs)
- What is Juneteenth and why do we recognize and celebrate it?

Enduring Understandings:

- Distribution of the human population affects resource use and environmental changes.
- Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales.
- Markets exist to facilitate the exchange of goods and services.
- Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems.
- Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.
- Understanding perspectives requires you to seek out a range of sources on any historical question.

Timeframe	Critical Skills and Knowledge	Depth of Knowledge	NJSL Standards
<ul style="list-style-type: none"> ● History of Montclair, NJ 	<ul style="list-style-type: none"> ● Understand the history of Montclair citizens and government and compare and contrast it to the present. ● Explain how and why it's important that people from diverse cultures collaborate to find solutions to problems in the community. ● Identify Montclair as an urban, suburban or rural community and compare and contrast over time. 		6.1.5.CivicsPI.1 to 9 6.1.5.CivicsDP.1 to 3 6.1.5.CivicsPR.1 to 4 6.1.5.CivicsHR.4 6.1.5.CivicsCM.4 and 6 6.1.5.Geo 6.1.5.Econ 6.1.5.History.SE.2

			6.1.5.History.SE.2 6.1.5.History.UP.1 and 7
<ul style="list-style-type: none"> Montclair on the Map 	<ul style="list-style-type: none"> Use maps including digital maps to locate Montclair in the county, state, country. Use a compass rose, legend and map scale to understand the spatial relationship of Montclair to other locations. 		6.1.5.CivicsPI.1 to 9 6.1.5.CivicsDP.1 to 3 6.1.5.CivicsPR.1 to 4 6.1.5.CivicsHR.4 6.1.5.CivicsCM.4 and 6 6.1.5.Geo 6.1.5.Econ 6.1.5.History.SE.2 6.1.5.History.SE.2 6.1.5.History.UP.1 and 7
<ul style="list-style-type: none"> Transportation and Technology in Montclair 	<ul style="list-style-type: none"> Investigate the impact of transportation and technology on Montclair citizens and the community. 		6.1.5.CivicsPI.1 to 9 6.1.5.CivicsDP.1 to 3 6.1.5.CivicsPR.1 to 4 6.1.5.CivicsHR.4 6.1.5.CivicsCM.4 and 6 6.1.5.Geo 6.1.5.Econ 6.1.5.History.SE.2 6.1.5.History.SE.2 6.1.5.History.UP.1 and 7
<ul style="list-style-type: none"> Jobs and Workers in Montclair 	<ul style="list-style-type: none"> Describe ways in which Montclair citizens participate in other local organizations such as various workplaces, aid organizations, arts, sports, literacy and healthcare, business. 		6.1.5.CivicsPI.1 to 9 6.1.5.CivicsDP.1 to 3 6.1.5.CivicsPR.1 to 4 6.1.5.CivicsHR.4 6.1.5.CivicsCM.4 and 6 6.1.5.Geo 6.1.5.Econ

			6.1.5.History.SE.2 6.1.5.History.SE.2 6.1.5.History.UP.1 and 7
<ul style="list-style-type: none"> Government Structure and Services in Montclair 	<ul style="list-style-type: none"> Describe the services the local government provides the community. Investigate different ways Montclair citizens participate in local government through representing fellow citizens, voting and paying taxes (and rent), and interacting with elected officials, etc. Compare and contrast the powers of local government with state and national government. 		6.1.5.CivicsPI.1 to 9 6.1.5.CivicsDP.1 to 3 6.1.5.CivicsPR.1 to 4 6.1.5.CivicsHR.4 6.1.5.CivicsCM.4 and 6 6.1.5.Geo 6.1.5.Econ 6.1.5.History.SE.2 6.1.5.History.SE.2 6.1.5.History.UP.1 and 7
<ul style="list-style-type: none"> Arts and Culture in Montclair 	<ul style="list-style-type: none"> Describe ways in which Montclair citizens participate in other local organizations such as various workplaces, aid organizations, arts, sports, literacy and healthcare, business. 		6.1.5.CivicsPI.1 to 9 6.1.5.CivicsDP.1 to 3 6.1.5.CivicsPR.1 to 4 6.1.5.CivicsHR.4 6.1.5.CivicsCM.4 and 6 6.1.5.Geo 6.1.5.Econ 6.1.5.History.SE.2 6.1.5.History.SE.2 6.1.5.History.UP.1 and 7
<ul style="list-style-type: none"> Architecture and Development in Montclair 	<ul style="list-style-type: none"> Analyze the effects of extreme weather and climate change on citizens and the community, including on architecture and development in Montclair. 		6.1.5.CivicsPI.1 to 9 6.1.5.CivicsDP.1 to 3 6.1.5.CivicsPR.1 to 4 6.1.5.CivicsHR.4 6.1.5.CivicsCM.4 and 6 6.1.5.Geo

			6.1.5.Econ 6.1.5.History.SE.2 6.1.5.History.SE.2 6.1.5.History.UP.1 and 7
<ul style="list-style-type: none"> • <i>Culture Focus: Asian American and Pacific Islander History and Heritage (National AAPI)</i> 	<ul style="list-style-type: none"> • Describe the reasons various groups immigrated to NJ and the US and cite evidence from multiple perspectives to describe the challenges they encountered. • Use maps and other geographical representations to describe the similarities and differences between places in the world. 		6.1.5.CivicsPI.1 to 9 6.1.5.CivicsDP.1 to 3 6.1.5.CivicsPR.1 to 4 6.1.5.CivicsHR.4 6.1.5.CivicsCM.4 and 6 6.1.5.Geo 6.1.5.Econ 6.1.5.History.SE.2 6.1.5.History.SE.2 6.1.5.History.UP.1 and 7
<ul style="list-style-type: none"> • Juneteenth 			

Instructional Plan

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> • (KWL) Know/Want-to-Know/Learn (via Flipgrid, etc.) • Pre-Assessment (via Google Question or Google Form, etc.) • Sub-topic/unit Quizzes • Project Based Learning/Assessment 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> • Project Based Learning/Assessment • Unit Test

- Ongoing Assessment (via Pear Deck, Jeopardy Labs, Google Questions, etc.)
- Anecdotal observations; student discourse

Texts

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

- **History of Montclair, NJ**

Read Aloud: *Images of America: Montclair, NJ* by Elizabeth Shepard
 Read Aloud: *Postcard History Series: Montclair, NJ* by Philip Edward Jaeger
 Read Aloud: Last Stop on Market Street by Matt de la Pena
<https://childrenslibrarylady.com/last-stop-market-street/>
<https://www.youtube.com/watch?v=TUKX6uQ5qsM>

HH: Unit 1 Learning About Communities
 HH: Unit 5 Ch. 9 Learning About the Past

- **Montclair on the Map**

Read Aloud: *Mapping Penny's World* by Loreen Leedy
 HH: Unit 3 Ch. 5 A Community's Geography

- **Transportation and Technology in Montclair**

Read Aloud: *Mike Mulligan and His Steam Shovel* by Virginia Lee Burton
 HH: Unit 5 Ch. 10 Lesson 6 US in Modern Times

- **Jobs and Workers in Montclair**

Read Aloud: *What Shoes Will You Wear?* by Julia Cook
 Read Aloud: *Write to Me: Letter from Japanese American Children to the Librarian They Left Behind* by Cynthia Grady
 Read Aloud: *Planting Stories: The Life of Librarian and Storyteller Pura Belpre* by Anika Aldamuy Denise

Supplementary Resources

Districts or schools choose supplementary resources that are not considered "texts."

- **History of Montclair, NJ**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/communities/ruralsuburbanandurban/>

- **Montclair on the Map**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/geography/readingmaps/>

- **Transportation and Technology in Montclair**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/communities/transportation/>

- **Jobs and Workers in Montclair**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/economics/goodsandservices/>

HH: Unit 6 People Working in a Community
HH: Unit 6 Ch. 11 Lesson 3 How a Business Works
HH: Unit 6 Ch. 12 Lesson 1 How People Earn and Use Money

- **Government Structure and Services in Montclair**

Read Aloud: *Georgia Caroline Visits City Hall* by Dr. Randell E. Trammell

HH: Unit 2 Ch. 3 People and Their Local Government

- **Arts and Culture in Montclair**

Read Aloud: *Shaped by Her Hands: Potter Maria Martinez* by Anna Harber Freeman

Read Aloud: *When Clay Sings* by Byrd Baylor

Read Aloud: *Symphony for a Broken Orchestra: How Philadelphia Collected Sounds to Save Music* by Amy Ignatow

Read Aloud: *Max Found Two Sticks* by Brian Pinkney

Read Aloud: *The Sound That Jazz Makes* by Carole Boston Weatherford

HH: Unit 4 Ch. 8 Lesson 3 Cities of Many Cultures, Lesson 4 People Express Their Culture

- **Architecture in Montclair**

Read Aloud: *Homes in Many Cultures* by Heather Adamson

Read Aloud: *The Little House* by Virginia Lee Burton

HH: Unit 4 Ch. 7 Lesson 3 Our American Heritage (Places That Celebrate Our Heritage)

- **Culture Focus: Asian American Pacific Islander Heritage**

Read Aloud: *The Name Jar* by Yangsook Choi

Read Aloud: *I Am an American: The Wong Kim Ark Story* by Martha Brockenbrough and Grace Lin

- **Juneteenth**

Read Aloud: The History of Juneteenth by Arlisha Norwood PhD

Read Aloud: What is Juneteenth? by

- **Government Structure and Services in Montclair**

BrainPopJr.: <https://jr.brainpop.com/socialstudies/communities/communityhelpers/>

- **Arts and Culture in Montclair**

- **Architecture in Montclair**

BrainPop: <https://www.brainpop.com/artsandmusic/artconcepts/architecture/>

- **Culture Focus: Asian American Pacific Islander Heritage**

BrainPop: <https://www.brainpop.com/socialstudies/news/aapiheritagemonth/>

- **Juneteenth**

BrainPopJr.: <https://www.brainpop.com/socialstudies/ushistory/juneteenth/>

NJ Amistad Commission Interactive Curriculum <http://www.njamistadcurriculum.net/history/units>
NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust>
Using Their Words: Six Elements of Social Justice Curriculum Design for the Elementary Classroom” - <https://files.eric.ed.gov/fulltext/EJ1105049.pdf>
NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide:
https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf
Echoes and Reflections – Teaching the Holocaust, Inspiring the Classroom:
<https://echoesandreflections.org/teach/>

Instructional Best Practices and Exemplars

This is a place to capture standards integration and instructional best practices.

AAPI Heritage

<https://www.youtube.com/watch?v=4KcySE3SQbc>

<https://www.isbe.net/Documents/TEAACH-Act-Resources.pdf>

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank 	<ul style="list-style-type: none"> ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

- Utilize a multi-sensory approach to new topics
- NJDOE Resources

CROSS CURRICULAR RESOURCES

ELA (National Poetry Month) and AAPI

<https://archive.advancingjustice-la.org/what-we-do/leadership-development/untold-civil-rights-stories/poetry-climate-change-central-idea>

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

21st Century Skills: Bold all that apply

Global Awareness

Creativity & Innovation

Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills
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Technology Infusion

<https://docs.google.com/document/d/1-5e13ajDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>
 select from the list above/copy and paste
 Smart Board Applications

Evidence of Student Learning

- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students’ published work
- Unit tests
- Quizzes