

Englewood Public School District
Social Studies
Grade 3
Third Marking Period

Unit 3 - The States

Overview: Students in the third-grade social studies program engage in a study of American History, geography, culture, and government. In the process, students continue the journey of learning the social studies theme of geography by learning about the state of New Jersey and all 50 States.

Time Frame: 35 to 45 Days

Enduring Understandings:

- *Each state has significance.*
- *Each state has a capital.*

Essential Questions:

- *What are the states in America?*
- *What are the state capitals?*
- *What is the significance of each state?*

Standards	Topics and Objectives	Activities	Materials/Resources	Assessments
6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, The United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.	Topics Geography Map Skills Research Environment	As an introduction to Unit 3, students will watch a short video clip <i>50 States Song for Kids/50 States and Capitals for Children.</i> (8.1.5.A.1) Students will become knowledgeable about the fifty states by studying a political map of the United States, a physical map of mountains and deserts, a physical map	Literature: <i>Looking at Maps and Globes</i> , Rebecca Olien <i>Flotsam</i> , David Wiesner <i>Learning About the US Through Children's Books:</i> https://kidworldcitizen.org/learning-about-the-us-through-childrens-books/	Formative Assessments: Instructors will confer with students to investigate their knowledge (anecdotal records & observation). Students will be evaluated on teacher created tests/quizzes. Students' progress will be ascertained via oral and written class work.
	Objectives Students will apply the following skills and strategies:	Web-based Resources: <i>50 States Song for Kids/50</i>	Summative Assessments: Students will receive a grade for	

and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

Students will acquire and apply key vocabulary associated with the fifty states.

Students will identify the historical symbols of each state.

Students will identify the fundamental values and principles of each state.

Students will identify all the fifty states including abbreviation, capital, governor, demographics, state holiday, etc.

Students will acquire map-reading skills.

of waterways, a thematic map of climate zones, and political maps of the United States in North America and in the world (*Map of The USA Grades 1-6*). (**6.3.4.A.2, NJLSA.R7**)

Students will use digital reference tools to research the 50 States (research websites). (**8.1.5.A.1**)

Students will use the research conducted to create “Souvenir State Plates”. (**RL.3.1, CRP6**)

Students will learn and recite the lyrics to *Fifty Nifty United States* song. (**RF.3.4**)

Students will use digital resources and reference tools to create a brochure for two states; final brochures will be displayed on a classroom bulletin board (*My State Complete Thematic Units 3-6*). (**6.3.4.A.2, RL.3.1, 8.1.5.A.1**)

Students will give oral presentations about their souvenir state plate and

States and Capitals for Children
<https://youtu.be/Gt2mYPwXyAc>

Fifty Nifty United States- video and lyrics
<http://bussongs.com/songs/fifty-nifty-united-states.php>

Research Websites:

<https://www.abcteach.com/States/StateTOC.htm>

<https://kids.nationalgeographic.com/explore/states/us-states-hub>

Additional Resources:

Graphic Organizers:
<https://www.nationalgeographic.org/topics/graphic-organizer/>

My State Complete Thematic Units Grades 3-6, Evan-Moor Educational Publishers

U.S. Fact & Fun Grades 1-6, Evan-Moor Educational Publishers

Map of The USA Grades 1-6, Evan-Moor Educational Publishers

participation in classroom discussions and activities.

Students’ understanding of concepts and application of content will be partially evaluated via cooperative learning activities.

Students will name all fifty states and capitals.

Benchmark Assessment:

Exact Path

Alternative Assessments:

<http://www.schrockguide.net/assessment-and-rubrics.html>

<https://www.teachthought.com/pedagogy/6-types-assessment-learning>

Performance based evaluation using rubrics
<http://rubistar.4teachers.org/index.php>

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Scavenger Hunt: Create questions based on a topic or a chapter.

state brochure. **(SL.3.6)**

Students will work together to complete a whole-class KWL about the State of New Jersey (Page 5 *My State Complete Thematic Units Grades 3-6*) **(CRP4, CRP6)**

Students will work in collaborative table groups to complete 44 “Facts-At-A-Glance” about the state of New Jersey (p.4 *My State Complete Thematic Units Grades 3-6*). **(CRP12)**

Students will identify and read New Jersey landform maps and New Jersey resource maps using digital geographic tools (pp. 20-23 *My State Complete Thematic Units Grades 3-6*). **(9.2.4.A.4)**

Students will describe the environmental impact humans have had on the state of New Jersey by researching the endangered species in the state and learning ways they can help save the state (Pages 34-36 *My State Complete*

Film Project: Ask groups to write and film a 5-10-minute movie based on the topic or subject.

*Thematic Units Grades
3-6). (W.3.3, W.3.8,
9.2.4.A.4)*

Enrichment Activity:

Students will work independently or in collaborative groups to learn about history making events, fascinating Americans, and amazing sites by reading stories, responding to comprehension questions, puzzles, and maps (*U.S. Fact & Fun Grades 1-6*) (W.3.3, W.3.8)

Key Vocabulary

Pilgrims, Religion, Freedom, Independence, Revolution, Mayflower Compact, Thanksgiving, Declaration of Independence, Bill of Rights

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all students can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – <https://wida.wisc.edu/teach/can-do/descriptors>

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies. • Word walls • Use peer readers • Give page numbers to help the students find answers • Provide a computer for written work • Provide two sets of textbooks, one for home and one for school • Provide visual aids • Provide additional time to complete a task • Use graphic organizers 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessional • Use multi-sensory teaching approaches. • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfDUA). • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. Oral prompts can be given. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Problem-based learning • Student Driven Instruction • Structure the learning around explaining or solving a social or community-based issue. • Collaborate with after-school programs or clubs to extend learning opportunities. • William and Mary Social Studies curriculum • For gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum

		such as SKYPE, experts from the community helping with a project, journal articles, and biographies).	
<p>Career Ready Practices: CRP4: Communicate clearly and effectively and with reason. CRP6: Demonstrate creativity and innovation. CRP12: Work productively in teams while using cultural global competence.</p>			
<p>Interdisciplinary Connections: ELA-NJSLS/ELA:</p> <p>Grade 3 Standards:</p> <p>RL.3.1: Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>W.3.3: Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>			
<p>Integration of 21st Century Standards NJSLS 9: 9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>			
<p>Integration of Technology Standards 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p>			