



BURCH CHARTER SCHOOL OF EXCELLENCE

2020-2021

Third Grade Social Studies

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards.
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

Burch Charter School of Excellence
3rd Grade Social Studies Model Curriculum Overview

Unit 1: Northeast Region of the US and New Jersey

Instructional Days: 15

The purpose of this unit is to immerse students in the study of colonial life. They will compare and contrast daily living habits from modern day to colonial life. In addition, they will study the unique history of New Jersey during the colonial time. Students will learn about the Native Americans' perspective regarding settlers and their land beliefs.

This unit is based on 6.1.5.GeoPP.3, 6.1.5.GeoHE.2 and 6.1.5.GeoHE.1

Unit 2: Southeast, Midwest, Southwest and Western regions of the US

Instructional Days: 15

In this unit of study, students will study the regions of the United States, as well as the regions of New Jersey, and the unique features associated with each region. Students will explore how landforms, climate, and resources affect where and how people live and work to meet their needs, and how people adapt to and modify their environment.

This unit is based on 6.1.5.GeoPP.1, 6.1.5.GeoPP.2 and 6.1.5.GeoPP.5

Unit 3: Immigration

Instructional Days: 15

In this unit of study, students will understand that religious freedom encouraged many to move to the United States as well as the “American Dream” which offered equal opportunity to all different groups of people. Students will also examine how immigrants' economic stability depended on different opportunities that were available due to social segregation. This in turn fostered the idea of the melting pot which allowed different cultures and beliefs to be preserved alongside one another.

This unit is based on 6.1.5.HistoryUP.1 and 6.1.5.HistoryCC.2

Unit 4: Government and Political Decision Making

Instructional Days: 15

In this unit, students will study why we have a need for government, and how governments work on a local, state, and national level. They will understand the need for rules and laws, as well as their rights and responsibilities as individuals, community members, and members of society. Students will compare and contrast the Federal Government with state and local government.

This unit is based on 6.1.5.CivicsPI.4, 6.1.5.CivicsPI.5 and 6.1.5.CivicsHR.1

Unit 5: Economic Decision Making

Instructional Days: 15

This unit will explain how the Industrial Revolution changed the way people lived and worked and how it affected ordinary people. It further explains that many of the items we use today were invented during the Age of Inventions and how inventions have changed the world.

This unit is based on 6.1.5.CivicsPR.3 and 6.1.5.EconGE.2

Grade: Third	Content: Social Studies	
Unit 1: Northeast Region of the US and New Jersey	Time Frame: 15 days	
Social Studies NJ Learning Standards & Essential Questions	Skills	I Can Statements
<p>6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p>Essential Question: How does geography affect the way we live?</p>	<ul style="list-style-type: none"> ● Understand that landforms, climate, weather and availability of resources affect where and how we live, work and meet our needs. ● Determine the purpose and characteristics of different types of maps. 	<ul style="list-style-type: none"> ● I can identify types of maps and the information each map provides. ● I can explain why the United States is divided into regions. ● I can compare and contrast characteristics of New Jersey with those of other states.
<p>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).</p> <p>Essential Question: How and why do people use and change the environment?</p>	<ul style="list-style-type: none"> ● Explain how innovations help people to modify and use the environment. ● Understand how technical innovations help people modify and use the environment both effectively and negatively. 	<ul style="list-style-type: none"> ● I can list causes and effects of human movement to New Jersey and the northeast region.
<p>6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in</p>	<ul style="list-style-type: none"> ● Investigate a variety of regions which each have unique landforms, bodies of water, weather and resources. ● Describe how communities have changed over time. 	<ul style="list-style-type: none"> ● I can tell how and why communities in New Jersey and the northeast region have changed over time and what life was like long ago.

<p>New Jersey and the United States.</p> <p>Essential Question: How has the region changed over time and what caused those changes?</p>		<ul style="list-style-type: none"> I can tell similarities and differences in the way communities have changed.
<p>Grade: Third</p>	<p>Content: Social Studies</p>	
<p>Unit 2: Southeast, Midwest, Southwest and Western regions of the US</p>	<p>Time Frame: 15 days</p>	
<p>Social Studies NJ Learning Standards & Essential Questions</p>	<p>Skills</p>	<p>I Can Statements</p>
<p>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.</p> <p>Essential Question: How similar and different are the characteristics of the Southeast, Midwest, Southwest and Western regions of the United States?</p>	<ul style="list-style-type: none"> Identify physical features of regions in the United States. Describe how many different cultures have contributed to and shaped communities in the regions of the United States. 	<ul style="list-style-type: none"> I can compare and contrast characteristics of regions in the United States. I can locate physical features and different regions on a map or globe. I can identify and compare and contrast physical and cultural characteristics of different regions.
<p>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.</p>	<ul style="list-style-type: none"> Learn about landforms and natural resources that dominate the West and impact economic development. Describe how weather and climate affect how and where people, plants and animals live. 	<ul style="list-style-type: none"> I can describe how landforms, climate and weather, and availability of resources have impacted where and how people live.

<p>Essential Question: How does the geography of these regions affect the way people live and use the land?</p>	<ul style="list-style-type: none"> Recognize that regions can be characterized by availability and use of resources. 	
<p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. Essential Question: Why did settlers move to these regions and why do people today choose to live there?</p>	<ul style="list-style-type: none"> Research historic events that shaped development of settlers in the Southwest and West. Describe ways people depend on, interact with, modify and adapt to their physical environment to meet their basic needs 	<ul style="list-style-type: none"> I can identify human actions that affect the environment in positive and negative ways.

Differentiated Instruction
(content, process, product and learning environment)

At Risk Students

English Language Learners

Modifications for Classroom

Modifications for Classroom

Pair visual prompts with verbal presentations

Use of lab or experiments to give visual representation of concept

Ask students to restate information, directions, and assignments.

Work within group or partners

Repetition and practice

Model skills / techniques to be mastered.

Native Language Translation
(peer, online assistive technology, translation device, bilingual dictionary)

Preteach vocabulary

Use graphic organizers or other visual models

Use of manipulatives to visualize concept

Highlight key vocabulary-chart or vocabulary bank

<p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
<p>Special Education</p>	<p>Gifted and Talented</p>
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine</p> <p>Breakdown large assignments into smaller tasks</p> <p>Extended time to complete</p>	<p><u>Extension Activities</u></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>

class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Use of online component of book

Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Grade: Third		Content: Social Studies	
Unit 3: Immigration		Time Frame: 15 days	
Social Studies NJ Learning Standards & Essential Questions	Skills		I Can Statements
6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. Essential Question:	<ul style="list-style-type: none"> ● List reasons for voluntary and involuntary migration to America. ● Tell challenges immigrants face and ways they deal with those challenges. ● Understand why people are determined to 		<ul style="list-style-type: none"> ● I can tell how individuals of groups can deal with prejudice and stereotyping. ● I can tell how people's lives change when they move to a new county.

<p>What challenges did immigrants face?</p>	<p>immigrate to new lands.</p>	<ul style="list-style-type: none"> •
<p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. Essential Question: How has the United States changed over time due to immigration influence?</p>	<ul style="list-style-type: none"> • Explain immigrants influence and how they were instrumental in growth of the economy. • Understand major population changes have occurred because of migration within and immigration to the United States. • Tell how moving from one place to another can better meet the needs and wants of people. • Explain how someone can become a United States citizen. 	<ul style="list-style-type: none"> • I can tell how immigrants shaped the culture, landscape and economy of the United States. • I can identify patterns of immigration from Europe and Asia to the United States. • I can list why the United States has changed over time due to immigration. • I can give examples of how immigrants from many lands have contributed to American culture.

Differentiated Instruction
(content, process, product and learning environment)

At Risk Students

English Language Learners

Modifications for Classroom

Modifications for Classroom

Pair visual prompts with verbal presentations

Native Language Translation
(peer, online assistive technology, translation device, bilingual dictionary)

Use of lab or experiments to give visual representation of concept

Preteach vocabulary

<p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
Special Education	Gifted and Talented
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p>	<p><u>Extension Activities</u></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>

Model skills / techniques to be mastered.

Use manipulatives and visual representation to examine
Breakdown large assignments
into smaller tasks

Extended time to complete
class work

Provide copy of class notes

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Use of online component of book

Extra textbooks for home. Student may request books on tape / CD / digital
media, as available and appropriate.

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Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Create alternative assessment which requires writing,
research and presentation

Grade: Third

Content: Social Studies

Unit 4: Government and Political Decision Making

Time Frame: 15 days

Social Studies NJ Learning Standards & Essential Questions	Skills	I Can Statements
<p>6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</p> <p>Essential Question: Why do we need governments?</p>	<ul style="list-style-type: none"> ● Explain why we have a democratic form of government. ● Identify the purpose of and need for government. 	<ul style="list-style-type: none"> ● I can tell why and how governments are organized. ● I can explain the purpose of the U.S. Government having three branches of government and their responsibilities.
<p>6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</p> <p>Essential Question: How do governments work?</p>	<ul style="list-style-type: none"> ● Tell how authority develops rules or laws to solve a problem. ● How people can bring about changes to the local, state and national levels and what individuals and groups do to ensure that the government is meeting its responsibilities. 	<ul style="list-style-type: none"> ● I can explain how government functions at the local, county, and state level.
<p>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).</p> <p>Essential Question: What are my rights and responsibilities?</p>	<ul style="list-style-type: none"> ● Know the rights of Americans and why the Bill of Rights is so important. ● Describe actions and contribution of historical figures that have helped to secure the rights and freedoms of our county’s citizens. ● Describe the rights and responsibilities of citizens. 	<ul style="list-style-type: none"> ● I can detail my rights and responsibilities as a citizen in the United States. ● I can identify democratic principles and beliefs held by American citizens.

Differentiated Instruction <i>(content, process, product and learning environment)</i>	
At Risk Students	English Language Learners

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Special Education

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Use of lab or experiments to give visual representation of concept

Modifications for Classroom

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- Preteach vocabulary
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- Use sentence frames
- Design questions for different proficiency levels
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Gifted and Talented

Extension Activities

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Use of Higher Level
Questioning Techniques

Provide assessments at a
higher level of thinking

Create alternative assessment which requires writing,
research and presentation

Grade: Third

Content: Social Studies

Unit 5: Economic Decision Making	Time Frame: 15 days	
Social Studies NJ Learning Standards & Essential Questions	Skills	I Can Statements
<p>6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p> <p>Essential Question: Do the rules and laws allow individuals and communities to be satisfied?</p>	<ul style="list-style-type: none"> ● Tell how people evaluate the outcomes of choices between their needs and wants. ● Recognize that not all wants can be satisfied. ● Examine how local, state and national governments make and enforce laws and provide different kinds of services to meet the needs of citizens. 	<ul style="list-style-type: none"> ● I can differentiate between public and private services. ● I can tell about services that local and state governments provide. ● I can distinguish between needs and wants and give example of each. ● I can analyze why and how people make choices.
<p>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.</p> <p>Essential Question: How are producers and consumers around the world interconnected and interdependent?</p>	<ul style="list-style-type: none"> ● Understand that people’s choices about what good and services to buy and consume determine how resources will be used. ● Determine what makes prices go up and down. ● Explain the importance of producers and consumers around the world being interconnected. 	<ul style="list-style-type: none"> ● I can analyze how and why people and communities use budgets. ● I can distinguish between scarcity and abundance. ● I can be a responsible consumer.

Differentiated Instruction
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At Risk Students

English Language Learners

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Special Education

Gifted and Talented

Modifications for Classroom

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Create alternative assessment which requires writing, research and presentation

Third Grade Social Studies Resources

www.KidRex.org

<https://kahoot.com/>

<https://quizlet.com/>

www.turtlediary.com

www.mobymax.com

www.google.com/maps

www.pearsonrealize.com

<http://www.ellisland.org>

<http://bensguide.gpo.gov/>

<https://kids.britannica.com/>

<http://www.biography.com/>

<https://www.brainpop.com>

<http://www.teachertube.com/>

www.discoveryeducation.com

<https://revolution.mrdonn.org/>

<http://www.americaslibrary.gov>

<https://www.dkfindout.com/us/history/>

www.achievement.org/gallery/achieve.html

<http://memory.loc.gov/ammem/index.html>

www.YouTube.com for educational videos

www.Education.com for educational activities

<https://www.flocabulary.com/subjects/social-studies>

<https://www.ducksters.com/geography/usgeography.php>

https://kids.kiddle.co/List_of_regions_of_the_United_States

Books about New Jersey, U.S Regions, Government, Economics, Immigration, America etc.