

**Crest Memorial School Curriculum and Pacing Guide**

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 3

Subject: Social Studies

Adoption Date: April 1, 2014

Revision Date: November 2018

	MP1	MP2	MP3	MP4
Scope and Sequence	<ol style="list-style-type: none"> <li>How were the Iroquois different from the Sioux? (3 weeks)</li> <li>How were the lives of the colonists in Jamestown different from our own? (3 weeks)</li> <li>Why is a timeline important to remember events from history? ( 2 weeks)</li> <li>What connection NJ have to the Lenni</li> </ol>	<ol style="list-style-type: none"> <li>Why is Ben Franklin important to our US History? (3 weeks)</li> <li>What events led to the American Revolution and the Declaration of Independence? (4 weeks)</li> <li>How was New Jersey affected by the American Revolution? (3 weeks)</li> </ol>	<ol style="list-style-type: none"> <li>What famous African Americans helped make our country a better place? (5 weeks)</li> <li>What is unique about New Jersey? (5 weeks)</li> </ol>	<ol style="list-style-type: none"> <li>Why is tourism important to the New Jersey shore? (5 weeks)</li> <li>How do people run businesses? (5 weeks)</li> </ol>

	Lenape tribe? (2 weeks)			
Instructional Materials	<ul style="list-style-type: none"> <li>• Communities: McGraw Hill Ch 3 and 4. and workbook</li> <li>• Supplemental Handouts</li> <li>• Native American Speaker, Laura Kaign</li> <li>• McGraw Hill Read Aloud Anthology</li> <li>• Classroom maps</li> <li>• <a href="http://www.mrs.dell.org/nativeamericans/interactive.html">www.mrs.dell.org/nativeamericans/interactive.html</a></li> <li>• <a href="http://historyisfun.org">historyisfun.org</a></li> <li>• Brain Pop</li> </ul>	<ul style="list-style-type: none"> <li>• Communities: McGraw Hill Ch. and workbook</li> <li>• McGraw Hill Read Aloud Anthology</li> <li>• Supplemental Handouts</li> <li>• <u>What's the Big Idea Ben Franklin</u> chapter book</li> <li>• Video: What's The Big Idea Ben Franklin?</li> <li>• <u>Magic Tree House: Revolutionary War on Wednesday</u> by Mary Pope Osborne</li> </ul>	<ul style="list-style-type: none"> <li>• Video: Martin, Our Friend</li> <li>• <u>Harriet Tubman</u> by Margo McLoone</li> <li>• <u>George Washington Carver</u> by Margo McLoone</li> <li>• <u>Rosa Parks</u> by Margo McLoone</li> <li>• <u>Jackie Robinson</u> by Margo McLoone</li> <li>• New Jersey Adventures in time and Place Chapters 1,2,and 5 and workbook: McGraw Hill</li> <li>• Supplemental Handouts</li> <li>• Classroom maps</li> <li>• New Jersey Classroom Library Books</li> </ul>	<ul style="list-style-type: none"> <li>• New Jersey Adventures in time and Place Chapters 11- 12 and workbook: McGraw Hill</li> <li>• New Jersey Classroom Library Books</li> <li>• Supplemental Handouts</li> </ul>
Activities	<p><b>One:</b> Students will research the Sioux and Iroquois tribes and create a slideshow presentation on the tribes to show the difference between the two tribes.</p>	<p><b>One:</b> The Students will read <u>What's the Big Idea Ben Franklin?</u> and create an invention of their own.</p> <p><b>Two:</b> The students will analyze and discuss the</p>	<p><b>One:</b> Read and discuss <u>Rosa Parks</u>; <u>Jackie Robinson</u>; <u>Harriet Tubman</u>; &amp; <u>George Washington Carver</u>; answer comp. questions, and open ended questions</p>	<p><b>One:</b> Students will create a brochure highlighting the Jersey Shore</p> <p><b>Two:</b> The students will investigate and explore the supply and demand of a</p>

	<p><b>Two:</b> Students will research Jamestown and complete a Venn Diagram comparing and contrasting the colonists lives to their own.</p> <p><b>Three:</b> Students will create a timeline of their lives from birth until present.</p> <p><b>Four:</b> The students will create a visual display of New Jersey's Lenni Lenape Village.</p>	<p>Declaration of Independence and write their own Declaration of Independence with personal grievances.</p> <p><b>Three:</b> The students will create a timeline of the events that led to the American Revolution and The Declaration of Independence</p> <p><b>Four:</b> The students will read and respond to the Novel, <u>Magic Tree House: Revolutionary War on Wednesday</u> by Mary Pope Osborne.</p>	<p><b>Two:</b> African American Project-The students will write a biography of their famous African American.</p> <p><b>Three:</b> Using a map of NJ, label all the physical attributes.</p>	<p>local business.</p> <p><b>Three:</b> The students will create a mini-replica of the Wildwood Boardwalk and present a business to manage its production and finance.</p>
Standards	6.1.4.A.9, 6.1.4.B.7, 6.1.4.B.8	6.1.4.A.3, 6.1.4.D.5, 6.1.4.D.6, 6.1.4.D.8	6.1.4.B.5, 6.1.4.A.10, 6.1.4.A.9	6.1.4.C.1, 6.1.4.C.2, 6.1.4.C.3, 6.1.4.C.4, 6.1.4.C5, 6.1.4.C.6, 6.1.4.C.7, 6.1.4.C8

<p>Accommodations and Modifications</p>	<p><b>English language learners:</b>          -Assign a buddy, same language or English speaking (activities 1&amp;3)          -Use of translation dictionaries to locate words in the native language (activity 2)          -Reduce amount of work required(activity six)  <b>At Risk of School Failure:</b>          -Implement behavioral/academic contracts          -Use behavioral management techniques consistently within a classroom/across classes  <b>Gifted and Talented Students:</b>          -Ask students higher level questions (activities 4&amp;5)          -Give students opportunities to mentor other students(activity 8)  <b>Students with 504 plans:</b>          -Students sit in close proximity to the teacher          -Students with hearing, visual or cognitive impairment may have extra time (activity 7)</p>	<p><b>English language learners:</b>          -Assign a buddy, same language or English speaking(activity 1&amp;3)          -Use of translation dictionaries to locate words in the native language (activity 2)  <b>At Risk of School Failure:</b>          -Implement behavioral/academic contracts          -Use behavioral management techniques consistently within a classroom/across classes          -Break assignments into a series of smaller assignments (activity 4)  <b>Gifted and Talented Students:</b>          -Ask students higher level questions          -Give students opportunities to mentor other students(activity 5&amp;6)  <b>Students with 504 plans:</b>          -Students sit in close proximity to the teacher          -Students with hearing, visual or cognitive impairment may have extra time (activity 4)</p>	<p><b>English language learners:</b>          -Assign a buddy, same language or English speaking(activity 1)          -Use of translation dictionaries to locate words in the native language (activity 2)  <b>At Risk of School Failure:</b>          -Implement behavioral/academic contracts          -Use behavioral management techniques consistently within a classroom/across classes          -Break assignments into a series of smaller assignments (activity 6)  <b>Gifted and Talented Students:</b>          -Ask students higher level questions (activity 4)          -Give students opportunities to mentor other students(activity 3&amp;7)  <b>Students with 504 plans:</b>          -Students sit in close proximity to the teacher          -Students with hearing, visual or cognitive impairment may have extra time(activity 5)</p>	<p><b>English language learners:</b>          -Assign a buddy, same language or English speaking (activity 1)          -Use of translation dictionaries to locate words in the native language (activity 2)  <b>At Risk of School Failure:</b>          -Implement behavioral/academic contracts          -Use behavioral management techniques consistently within a classroom/across classes  <b>Gifted and Talented Students:</b>          -Ask students higher level questions          -Give students opportunities to mentor other students  <b>Students with 504 plans:</b>          -Students sit in close proximity to the teacher          -Students with hearing, visual or cognitive impairment may have extra time</p>
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Interdisciplinary Connections	SW compare and contrast technology used by the Native Americans and technology used today.	SW write about a past event in their lives that they would like to “live over again.”	SW write a friendly letter to a friend describing what a trip on the Atlantic Ocean is like.	SW learn how local resources are used to produce goods and services.
Assessments	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Written response</li> </ul> <p><b>Ongoing Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Workbook pages</li> <li>• End of chapter review</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Autobiographical Timeline Project</li> <li>• Lenape Diorama</li> <li>• Native American Poster Project</li> <li>• Chapter Test</li> </ul>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Written responses</li> </ul> <p><b>Ongoing Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Workbook pages</li> <li>• Comprehension questions</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Ben Franklin Invention Project</li> </ul>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Written responses</li> </ul> <p><b>Ongoing Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Workbook pages</li> <li>• Comprehension questions</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• African American Project</li> <li>• Chapter test</li> </ul>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Written responses</li> </ul> <p><b>Ongoing Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Workbook pages</li> <li>• Comprehension questions</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Chapter test</li> <li>• NJ brochure project</li> <li>• Cougar Pier Project</li> </ul>
21st Century Themes and Skills	CRP2 CRP4 CRP6 CRP11	CRP1 CRP2 CRP4 CRP6	CRP1 CRP2 CRP6 CRP11	CRP1 CRP2 CRP6 CRP11