

**Quinton Township School District**  
**English Language Arts Literacy-Social Studies**  
**Grade 3**

**Pacing Chart/Curriculum MAP**

**Key: Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	1	<b>Unit Title:</b>	Communities & Geography	<b>Pacing:</b>	45 Days
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**Unit Summary:** Students will learn that people live, work and play in communities. Students will discuss the features of an urban area, suburbs and rural area.

**Objectives:**

- SWBAT understand that people live, work & play in communities.
- SWBAT discuss, identify & describe features of rural, suburban & urban communities.
- SWBAT understand how landforms can influence people's lives.
- SWBAT discuss the effects of weather.
- SWBAT understand that natural resources exist in nature.
- SWBAT identify how people can use natural resources & protect the environment.
- SWBAT note that interactions with nature can be helpful or harmful.
- SWBAT recognize how people work to protect the environment.
- SWBAT identify & understand the significance of key figures & important events in American history.
- SWBAT recognize how people work to protect the environment.

**Essential Questions:**

How are communities alike/ different?

How does a responsible citizen help improve a community?  
 How do communities develop/ change over time?  
 How can planning help a community develop, change, and grow?

Common Core State Standards/Learning Targets:  
 SOC. 6.1.4.B.CS2, SOC.6.1.4. B.4, SOC. 6.1.4.B.CS3, SOC.6.1.4.B.5, SOC.6.1.4.B.6, SOC.6.1.4.D.19, SOC.6.1.4.B.8,  
 SOC.6.1.4.D.4, SOC.6.1.4.D.5, SOC.6.1.4.D.12, SOC. 6.1.4.D.CS9

Other standards covered: [8.1](#), [9.2.4.A.1](#), [9.2.4.A.2](#), [9.2.4.A.3](#), [9.2.4.A.4](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - What Is a Community?  Lesson 2 - Map and Globe Skills - Use Intermediate Directions  Lesson 3 - Communities Big and Small  Lesson 4 - Synthesize Unit 1 Lessons 1 - 3 concepts  Lesson 5 - Synthesize Unit 1 Lessons 1 - 3 concepts	Macmillan/McGraw-Hill <i>Communities</i> , Grade 3.	Lesson 1 - Student Textbook pages, vocabulary, Partner Web, Worksheet  Lesson 2- Map & Globe Study  Lesson 3 - Student Textbook pages , vocabulary, Partner Web, Worksheet Lesson 4 -Use text to complete Review Sheet	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Chromebooks</li> </ul>

<p>Lesson 6 - Our Country's Geography</p> <p>Lesson 7 - Map and Globe Skills - Use a Map Scale</p> <p>Lesson 8 - Our Natural Resources</p> <p>Lesson 9 - People and the Environment</p> <p>Lesson 10 - Global Connections: Saving Animals</p> <p>Lesson 11 - Local Connections: Land and Resources People and the Environment</p> <p>Lesson 12 - Synthesize Unit 1 Lessons 4 &amp; 5 concepts.</p> <p>Lesson 13 - Synthesize Unit 1 Lessons 4 &amp; 5 concepts.</p> <p>Lesson 14 - Protect the Environment</p>		<p>with partner(s)</p> <p>Lesson 5- Test Sheet</p> <p>Lesson 6- Student Textbook pages, vocabulary, Partner Web, Map and Globe Skills</p> <p>Lesson 7 - Student Textbook pages, vocabulary, Map Scale</p> <p>Lesson 8 - Student Textbook pages, vocabulary, Partner Web, Worksheet, Citizenship: Point of View</p> <p>Lesson 9 - Student Textbook pages, vocabulary, Partner Web, Worksheet</p> <p>Lesson 10- Student Textbook pages, Great</p>	
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		<p>Lakes Ecosystem</p> <p>Lesson 11 - Map of community, markers, cardboard, construction paper, glue, tape</p> <p>Lesson 12 -Use text to complete Review Sheet with partners</p> <p>Lesson 13 - Test Sheet</p> <p>Lesson 14 - Reading Rainbow Video “Jack &amp; the Seal”</p>	
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b> Teacher Observation</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> End of Unit Assessment</p>

Teacher/Student Conferences Student Self Reflection Anecdotal Notes Rubrics Think-Pair-Share	Mid Year Benchmark End of Year Benchmark Completed Projects
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**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● RTI</li> <li>● Modify and accommodate as listed in student's IEP or 504 plan</li> <li>● Utilize effective amount of wait time</li> <li>● Hold high expectations</li> <li>● Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>● Utilize open-ended</li> </ul>	<ul style="list-style-type: none"> <li>● RTI</li> <li>● Speech/Language Therapy</li> <li>● Rosetta Stone</li> <li>● Hold high expectations</li> <li>● Provide English/Spanish Dictionary for use</li> <li>● Place with Spanish speaking teacher/paraprofessional as available</li> <li>● Learn/Utilize/Display some words in the students' native</li> </ul>	<ul style="list-style-type: none"> <li>● RTI Tiered Interventions following RTI framework</li> <li>● Support instruction with RTI intervention resources</li> <li>● Provide after school tutoring services</li> <li>● Basic Skills Instruction</li> <li>● Hold high expectations</li> <li>● Utilize Go Math! RTI strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge</li> </ul>

<p>questioning techniques</p> <ul style="list-style-type: none"> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components</li> <li>● Provide step by step instructions</li> <li>● Model and use visuals as often as possible</li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with</li> </ul>	<p>language</p> <ul style="list-style-type: none"> <li>● Invite student to after school tutoring sessions</li> <li>● Basic Skills Instruction</li> <li>● Utilize formative assessments to drive instruction</li> <li>● Translate printed communications for parents in native language</li> <li>● Hold conferences with translator present</li> <li>● Utilize additional NJDOE resources/recommendations</li> <li>● Review Special Education listing for additional recommendations</li> <li>● Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>● Fountas and Pinnell Phonics</li> <li>● Hold parent conferences fall and spring</li> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent and daily routine.</li> </ul>	<p>and/or generate new knowledge.</p> <ul style="list-style-type: none"> <li>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning and growth.</li> <li>● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<p><b>task, so that all are aware of expectations.</b></p> <ul style="list-style-type: none"><li>● <b>Create modified assessments.</b></li><li>● <b>Allow students to utilize online books, when available, to listen to oral recorded reading.</b></li><li>● <b>Provide individualized assistance as necessary.</b></li><li>● <b>Allow for group work (strategically selected) and collaboration as necessary.</b></li><li>● <b>Utilize homework recorder within SIS.</b></li><li>● <b>Allow for copies of notes to be shared out.</b></li><li>● <b>Utilize assistive technology as appropriate.</b></li><li>● <b>Provide meaningful feedback and utilize</b></li></ul>			
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<p><b>teachable moments.</b></p> <ul style="list-style-type: none"><li>● <b>Utilize graphic organizers</b></li><li>● <b>Introduce/review study skills</b></li><li>● <b>Provide reading material at or slightly above students' reading levels.</b></li><li>● <b>Utilize manipulatives as necessary.</b></li><li>● <b>Utilize auditory reminders as deemed necessary.</b></li><li>● <b>Provide breaks to allow for refocusing as necessary.</b></li><li>● <b>Establish a consistent and daily routine.</b></li></ul>			
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**Quinton Township School District  
Social Studies  
Grade 3**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	2	<b>Unit Title:</b>	Communities Change	<b>Pacing:</b>	45 Days
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**Unit Summary:** Students will learn how communities changed over time and how the colonists fought to win their freedom. Students will learn how the country grew as people moved to the West and the importance of the transcontinental railroad and other new inventions.

**Objectives:**

SWBAT discuss the importance of Cahokia & Jamestown.

SWBAT understand the effect that European settlements had on North America.

SWBAT discuss the first European communities in North America.

SWBAT understand that the colonists fought for their freedom & formed a new government.

SWBAT discuss how the country grew as people moved West as a result of the Louisiana Purchase.

SWBAT understand why immigrants & U.S. citizens moved to cities.

SWBAT the history of slavery & African Americans in the United States.

SWBAT discuss the historical, health & economic impact of inventions & innovations.

SWBAT understand national symbols.

SWBAT understand & discuss the Gold Rush.

**Essential Questions:**

How did the first communities grow?

How did the British colonies grow & become a new country?

How did the United States change after the American Revolution? 4. How did small communities growing large cities?

How did inventions change lives in the Mid 1800's?

**Common Core State Standards/Learning Targets:** SOC. 6.1.4.A.CS1 SOC.6.1.4.A.1 SOC. 6.1.4.A.CS2 SOC. 6.1.4.A.CS5 SOC. 6.1.4.A.CS6 SOC. 6.1.4.A.CS7 SOC. 6.1.4.D.CS2 SOC.6.1.4.D.4 SOC.6.1.4.D.5 SOC.6.1.4.D.6 SOC.6.1.4.D.11 SOC. 6.1.4.D.CS4 SOC.6.1.4.D.12 SOC.6.1.4.D.14 SOC. 6.1.4.D.CS9

Other standards covered: [8.1](#), [9.2.4.A.1](#), [9.2.4.A.2](#), [9.2.4.A.3](#), [9.2.4.A.4](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 15 - First Communities Lesson 16 - Building Made Long Ago Lesson 17 - A New Country Lesson 18 - Time Lines Lesson 19 - Moving West	Macmillan/McGraw-Hill <i>Communities</i> , Grade 3.	Lesson 15 - Student Textbook pages, vocabulary, Partner Web, Worksheet  Lesson 16 - Student Textbook pages, picture of Cahokian mounds, picture of pyramids	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Chromebooks</li> </ul>

<p>Lesson 20 - Understand Hemispheres</p> <p>Lesson 21 - Synthesize Unit 2 Lessons 1 - 3 concepts.</p> <p>Lesson 22 - Synthesize Unit 2 Lessons 1 - 3 concepts.</p> <p>Lesson 23 - Communities Become Cities</p> <p>Lesson 24 - Bar Graphs</p> <p>Lesson 25 - Daily Life Changes</p> <p>Lesson 26 - Your Community's History</p> <p>Lesson 27 - Synthesize Unit 2 Lessons 4 - 5 concepts.</p> <p>Lesson 28 - Synthesize Unit 2 Lessons 4 - 5 concepts.</p>		<p>made in Teotihuacana</p> <p>Lesson 17 - Student Textbook pages, vocabulary, Partner Web, Worksheet</p> <p>Lesson 18 - Timeline Study of American History 1450 - 1790</p> <p>Lesson 19 - Student Textbook pages, vocabulary, Partner Web, Worksheet, Map</p> <p>Lesson 20 - Globe Skills, Determine Western, Eastern, Northern, Southern Hemisphere using map</p> <p>Lesson 21 - Use text to complete Review Sheet with partner</p> <p>Lesson 22 - Test Sheet</p>	
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<p>Lesson 29 - National Symbols / Gold Rush</p>		<p>Lesson 23 - Student Textbook pages, vocabulary, Partner Web, Worksheet</p> <p>Lesson 24 - Bar Graph Skills</p> <p>Lesson 25 - Student Textbook pages, vocabulary, Partner Web, Worksheet</p> <p>Lesson 26 - Student Textbook pages, vocabulary, Partner Web, Worksheet</p> <p>Lesson 27 - Use text to complete Review Sheet with partner</p> <p>Lesson 28 - Test Sheet Lesson 29 - Booklets (with Worksheets)</p>	
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		“A Turkey Or an Eagle?” & “Go for the Gold”	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>            Teacher Observation            Teacher/Student Conferences            Student Self Reflection            Anecdotal Notes            Rubrics            Think-Pair-Share</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b>            End of Unit Assessment            Mid Year Benchmark            End of Year Benchmark            Completed Projects</p>

<b>Differentiation</b>
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Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>● <b>Utilize effective amount of wait time</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>● <b>Utilize open-ended questioning techniques</b></li> <li>● <b>Utilize scaffolding to support instruction.</b></li> <li>● <b>Chunk tasks into smaller components</b></li> <li>● <b>Provide step by step instructions</b></li> <li>● <b>Model and use visuals as often as possible</b></li> <li>● <b>Utilize extended time and/or reduce amount of items given for homework,</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Speech/Language Therapy</b></li> <li>● <b>Rosetta Stone</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Provide English/Spanish Dictionary for use</b></li> <li>● <b>Place with Spanish speaking teacher/paraprofessional as available</b></li> <li>● <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>● <b>Invite student to after school tutoring sessions</b></li> <li>● <b>Basic Skills Instruction</b></li> <li>● <b>Utilize formative assessments to drive instruction</b></li> <li>● <b>Translate printed communications for parents in native language</b></li> <li>● <b>Hold conferences with translator present</b></li> </ul>	<p><b>Interventions following RTI framework</b></p> <ul style="list-style-type: none"> <li>● <b>Support instruction with RTI intervention resources</b></li> <li>● <b>Provide after school tutoring services</b></li> <li>● <b>Basic Skills Instruction</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Utilize Go Math! RTI strategies</b></li> <li>● <b>Fountas and Pinnell Phonics</b></li> <li>● <b>Hold parent conferences fall and spring</b></li> <li>● <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>● <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>● <b>Establish a consistent and daily routine.</b></li> </ul>	<p><b>curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</b></p> <ul style="list-style-type: none"> <li>● <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>● <b>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></li> <li>● <b>Encourage exposure to, selection and use of appropriate and specialized resources.</b></li> <li>● <b>Promote self-initiated</b></li> </ul>
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<p>quizzes, and tests.</p> <ul style="list-style-type: none"> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>● Create modified assessments.</li> <li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>● Provide individualized assistance as necessary.</li> <li>● Allow for group work</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize additional NJDOE resources/recommendations</li> <li>● Review Special Education listing for additional recommendations</li> <li>● Establish a consistent and daily routine</li> </ul>		<p>and self-directed learning and growth.</p> <ul style="list-style-type: none"> <li>● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<p><b>(strategically selected) and collaboration as necessary.</b></p> <ul style="list-style-type: none"><li>● <b>Utilize homework recorder within SIS.</b></li><li>● <b>Allow for copies of notes to be shared out.</b></li><li>● <b>Utilize assistive technology as appropriate.</b></li><li>● <b>Provide meaningful feedback and utilize teachable moments.</b></li><li>● <b>Utilize graphic organizers</b></li><li>● <b>Introduce/review study skills</b></li><li>● <b>Provide reading material at or slightly above students' reading levels.</b></li><li>● <b>Utilize manipulatives as necessary.</b></li><li>● <b>Establish a consistent and daily routine</b></li></ul>			
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**Quinton Township School District  
Social Studies  
Grade 3**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	3	<b>Unit Title:</b>	Many Cultures, One Country	<b>Pacing:</b>	45 Days
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**Unit Summary:** Students will learn how people change communities and the different customs immigrants bring to America.

**Objectives:** SWBAT discuss contributions made by immigrants to the United States  
SWBAT discuss stories & myths told by various U.S. cultural groups  
SWBAT discuss various local, state & national holidays/ celebrations  
SWBAT discuss international traditions  
SWBAT identify & understand the significance of key figures & important events in American history.

**Essential Questions:**  
What aspects of their culture have immigrants brought to the United States?  
How can cultures be shared via painting, architecture, music, dance, sports, stories and myths?  
Why and how do communities celebrate?

**Common Core State Standards/Learning Targets:** SOC. 6.1.4.D.CS1 SOC.6.1.4.D.2 SOC.6.1.4.D.2 SOC. 6.1.4.D.CS5  
SOC.6.1.4.D.20

Other standards covered: 8.1, 9.2.4.A.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Lesson 30 - A Land Of Immigrants</p> <p>Lesson 31 - All About Culture</p> <p>Lesson 32 - Sharing Culture Through Stories</p> <p>Lesson 33 - Synthesize Unit 3 Lessons 1 - 3 concepts.</p> <p>Lesson 34 - Synthesize Unit 3 Lessons 1 - 3 concepts.</p> <p>Lesson 35 - Local Celebrations</p> <p>Lesson 36 - Independence in India</p> <p>Lesson 37 - Cultures Around the World</p>	<p>Macmillan/McGraw-Hill <i>Communities</i>, Grade 3.</p>	<p>Lesson 30 - Student Textbook pages, vocabulary, Partner Web, Worksheet</p> <p>Lesson 31 - Student Textbook pages, vocabulary, Partner Web, Worksheet</p> <p>Lesson 32 - Student Textbook pages, vocabulary, Partner Web, Worksheet</p> <p>Lesson 33 - Use text to complete Review Sheet with partner</p> <p>Lesson 34 - Test Sheet</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Chromebooks</li> </ul>

<p>Lesson 38 - Latitude and Longitude</p> <p>Lesson 39 - Food in Your Community</p> <p>Lesson 40 - Synthesize Unit 3 Lessons 4 - 5 concepts.</p> <p>Lesson 41 - Synthesize Unit 3 Lessons 4 - 5 concepts.</p>		<p>Lesson 35 - Student Textbook pages, vocabulary, Partner Web, Worksheet</p> <p>Lesson 36 - Text, Independence Day Celebration in India picture</p> <p>Lesson 37 - Student Textbook pages, vocabulary, Partner Web, Worksheet</p> <p>Lesson 38 - Map A and Map B to understand latitude and longitude</p> <p>Lesson 39 - Student Textbook pages, vocabulary, Partner Web, Worksheet</p>	
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		Lesson 40 - Use text to complete Review Sheet with partner	
		Lesson 41 - Test Sheet	

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>            Teacher Observation            Teacher/Student Conferences            Student Self Reflection            Anecdotal Notes            Rubrics            Think-Pair-Share</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b>            End of Unit Assessment            Mid Year Benchmark            End of Year Benchmark            Completed Projects</p>

**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● RTI</li> <li>● Modify and accommodate as listed in student's IEP or 504 plan</li> <li>● Utilize effective amount of wait time</li> <li>● Hold high expectations</li> <li>● Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>● Utilize open-ended questioning techniques</li> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components</li> <li>● Provide step by step instructions</li> <li>● Model and use visuals as often as possible</li> </ul>	<ul style="list-style-type: none"> <li>● RTI</li> <li>● Speech/Language Therapy</li> <li>● Rosetta Stone</li> <li>● Hold high expectations</li> <li>● Provide English/Spanish Dictionary for use</li> <li>● Place with Spanish speaking teacher/paraprofessional as available</li> <li>● Learn/Utilize/Display some words in the students' native language</li> <li>● Invite student to after school tutoring sessions</li> <li>● Basic Skills Instruction</li> <li>● Utilize formative assessments to drive instruction</li> <li>● Translate printed communications for parents in native</li> </ul>	<ul style="list-style-type: none"> <li>● RTI Tiered Interventions following RTI framework</li> <li>● Support instruction with RTI intervention resources</li> <li>● Provide after school tutoring services</li> <li>● Basic Skills Instruction</li> <li>● Hold high expectations</li> <li>● Utilize Go Math! RTI strategies</li> <li>● Fountas and Pinnell Phonics</li> <li>● Hold parent conferences fall and spring</li> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and</li> </ul>	<ul style="list-style-type: none"> <li>● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure</li> </ul>

<ul style="list-style-type: none"> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>● Create modified assessments.</li> <li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>● Provide</li> </ul>	<p>language</p> <ul style="list-style-type: none"> <li>● Hold conferences with translator present</li> <li>● Utilize additional NJDOE resources/recommendations</li> <li>● Review Special Education listing for additional recommendations</li> <li>● Establish a consistent and daily routine</li> </ul>	<p>completion of work.</p> <ul style="list-style-type: none"> <li>● Establish a consistent and daily routine.</li> </ul>	<p>to, selection and use of appropriate and specialized resources.</p> <ul style="list-style-type: none"> <li>● Promote self-initiated and self-directed learning and growth.</li> <li>● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<p><b>individualized assistance as necessary.</b></p> <ul style="list-style-type: none"><li>● <b>Allow for group work (strategically selected) and collaboration as necessary.</b></li><li>● <b>Utilize homework recorder within SIS.</b></li><li>● <b>Allow for copies of notes to be shared out.</b></li><li>● <b>Utilize assistive technology as appropriate.</b></li><li>● <b>Provide meaningful feedback and utilize teachable moments.</b></li><li>● <b>Utilize graphic organizers</b></li><li>● <b>Introduce/review study skills</b></li><li>● <b>Provide reading material at or slightly above students' reading levels.</b></li><li>● <b>Utilize manipulatives as necessary.</b></li></ul>			
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- **Establish a consistent and daily routine**





**Quinton Township School District  
Social Studies  
Grade 3**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	4	<b>Unit Title:</b>	Communities at Work	<b>Pacing:</b>	45 Days
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**Unit Summary:** Students will learn how people in a community meet their needs. Students will explore businesses in communities, making goods, making money choices. In addition, students will learn about farm communities and how people from different countries help each other by trading their goods.

**Objectives:**

SWBAT discuss the economy, wants, and needs

SWBAT discuss & describe how to manage money

SWBAT discuss and describe the farm economy

SWBAT discuss manufacturing

SWBAT discuss international trade

SWBAT identify & understand the significance of key figures & important events in American history.

**Essential Questions:** What is the economy?

What are needs and wants?

How do people manage money?

What is international trade?

**Common Core State Standards/Learning Targets:** SOC. 6.1.4.C.CS1 SOC.6.1.4.C.1 SOC.6.1.4.C.2 SOC. 6.1.4.C.CS2 SOC.6.1.4.C.4 SOC. 6.1.4.C.CS4 SOC.6.1.4.C.10 SOC.6.1.4.C.6 SOC.6.1.4.C.7 SOC.6.1.4.C.8 SOC. 6.1.4.C.CS4 SOC.6.1.4.C.9 SOC. 6.1.4.C.CS3  
 Other standards covered: 8.1, 9.1.4.D.1, 9.1.4.D.2, 9.1.4.D.3, 9.1.4.B.1, 9.1.4.B.2, 9.1.4.B.3, 9.1.4.B.4, 9.1.4.B.5, 9.1.4.E.1, 9.1.4.E.2, 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.A.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 42 - Businesses in the Community  Lesson 43 - A Dollar in Canada  Lesson 44 - Making Money Choices  Lesson 45 - Farm Communities  Lesson 46 - Line Graphs  Lesson 47 - Synthesize Unit 4 Lessons 1 - 3 concepts.	Macmillan/McGraw-Hill <i>Communities</i> , Grade 3.	Lesson 42 - Student Textbook pages, vocabulary, Partner Web, Worksheet  Lesson 43 - Student Textbook pages, vocabulary, Coins, Dollar Bills  Lesson 44 - Student Textbook pages, vocabulary, Partner	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Chromebooks</li> </ul>

<p>Lesson 48 - Synthesize Unit 4 Lessons 1 - 3 concepts.</p> <p>Lesson 49 - Making Goods</p> <p>Lesson 50 - Working Together</p> <p>Lesson 51 - Businesses in Your Community</p> <p>Lesson 52 - Synthesize Unit 4 Lessons 4 - 5 concepts.</p> <p>Lesson 53 - Synthesize Unit 4 Lessons 4 - 5 concepts.</p>		<p>Web, Worksheet</p> <p>Lesson 45 - Student Textbook pages, vocabulary, Partner Web, Worksheet</p> <p>Lesson 46 - Text, Line Graph of Farms in the United States</p> <p>Lesson 47 - Use text to complete Review Sheet with partner</p> <p>Lesson 48 - Test Sheet</p> <p>Lesson 49 - Student Textbook pages, vocabulary, Partner Web, Worksheet</p> <p>Lesson 50 - Student Textbook pages, vocabulary, Partner</p>	
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		<p>Web, Worksheet</p> <p>Lesson 51- Student Textbook pages, vocabulary, Partner Web, Worksheet</p> <p>Lesson 52 - Use text to complete Review Sheet with partner</p> <p>Lesson 53 - Test Sheet</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b> Teacher Observation</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> End of Unit Assessment</p>

Teacher/Student Conferences Student Self Reflection Anecdotal Notes Rubrics Think-Pair-Share	Mid Year Benchmark End of Year Benchmark Completed Projects
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**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● RTI</li> <li>● Modify and accommodate as listed in student's IEP or 504 plan</li> <li>● Utilize effective amount of wait time</li> <li>● Hold high expectations</li> <li>● Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>● Utilize open-ended</li> </ul>	<ul style="list-style-type: none"> <li>● RTI</li> <li>● Speech/Language Therapy</li> <li>● Rosetta Stone</li> <li>● Hold high expectations</li> <li>● Provide English/Spanish Dictionary for use</li> <li>● Place with Spanish speaking teacher/paraprofessional as available</li> <li>● Learn/Utilize/Display some words in the students' native language</li> </ul>	<ul style="list-style-type: none"> <li>● RTI Tiered Interventions following RTI framework</li> <li>● Support instruction with RTI intervention resources</li> <li>● Provide after school tutoring services</li> <li>● Basic Skills Instruction</li> <li>● Hold high expectations</li> <li>● Utilize Go Math! RTI strategies</li> <li>● Fountas and Pinnell</li> </ul>	<ul style="list-style-type: none"> <li>● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge</li> </ul>

<p>questioning techniques</p> <ul style="list-style-type: none"> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components</li> <li>● Provide step by step instructions</li> <li>● Model and use visuals as often as possible</li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with</li> </ul>	<ul style="list-style-type: none"> <li>● Invite student to after school tutoring sessions</li> <li>● Basic Skills Instruction</li> <li>● Utilize formative assessments to drive instruction</li> <li>● Translate printed communications for parents in native language</li> <li>● Hold conferences with translator present</li> <li>● Utilize additional NJDOE resources/recommendations</li> <li>● Review Special Education listing for additional recommendations</li> <li>● Establish a consistent and daily routine</li> </ul>	<p>Phonics</p> <ul style="list-style-type: none"> <li>● Hold parent conferences fall and spring</li> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent and daily routine.</li> </ul>	<p>and/or generate new knowledge.</p> <ul style="list-style-type: none"> <li>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning and growth.</li> <li>● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<p>task, so that all are aware of expectations.</p> <ul style="list-style-type: none"><li>● Create modified assessments.</li><li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>● Provide individualized assistance as necessary.</li><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize</li></ul>			
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<p><b>teachable moments.</b></p> <ul style="list-style-type: none"><li>● <b>Utilize graphic organizers</b></li><li>● <b>Introduce/review study skills</b></li><li>● <b>Provide reading material at or slightly above students' reading levels.</b></li><li>● <b>Utilize manipulatives as necessary.</b></li><li>● <b>Establish a consistent and daily routine</b></li></ul>			
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