

**Hanover Township Public Schools**

**Social Studies Curriculum**

**Grade 3**

## Hanover Township Public Schools

### Social Studies Curriculum

A curriculum plan is one phase of the curriculum process. Based on the specific expectations for student achievement delineated in the NJSLS, groups of teachers develop a basic framework (curriculum plan) that guides the instructional lesson plans that each teacher makes for classroom instruction. These lesson plans contain detailed information about each segment of instruction for students. As a follow-up, teachers submit a curriculum map (Curriculum Communication), which records what actually was presented to students during a specific length of time. Student achievement is assessed through a variety of experiences and measures, including standardized tests, locally developed assessments, projects, presentations, programs, displays and portfolios of student work.

Inherent in the instructional program in Hanover Township is the incorporation of several instructional strategies and practices that expand the presentation of curriculum to students. Through the **integration of technology**, the practice of **differentiated instruction** and the development of **interdisciplinary projects and experiences**, the students in the Hanover Township Schools experience an enriched and meaningful instructional program. Details about the specifics of such experiences would be part of the lesson planning that supports the curriculum plan for each of the NJSLS.

The curriculum plan is one of the initial stages of the learning cycle. It provides a common starting point for teachers to develop appropriate instructional activities for their classes.

## **Hanover Township Public Schools**

The Social Studies Curriculum Plan is supported by the following textbook and technology based instructional programs:

### ***Grades K-8***

- K Networks Social Studies Living, Learning, and Working Together, McGraw Hill
- 1 Networks Social Studies Our Community and Beyond, McGraw Hill
- 2 Networks Who We Are As Americans, McGraw Hill
- 3 Social Studies Our Communities, Houghton Mifflin Harcourt
- 4 Social Studies New Jersey, Houghton Mifflin Harcourt
- 5 Social Studies The United States, Houghton Mifflin Harcourt
- 3-8 Channel One News Subscription, Houghton Mifflin Harcourt
- Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

### ***Grade 6***

World History Ancient Civilizations through the Renaissance,  
Houghton Mifflin Harcourt, 2012  
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

### ***Grade 7***

World Geography, Houghton Mifflin Harcourt, 2012  
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

### ***Grade 8***

United States History, Houghton Mifflin Harcourt, 2012  
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

In addition, numerous trade books, novels, publications, presenters, media resources (i.e. United Streaming) and field trips enrich the social studies learning experience for students.

**Hanover Township Public Schools**  
**Social Studies Curriculum**

**Grade: 3 Unit of Study: Unit 1 Communities Around Us**

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLs)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment Options (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p>What is a community? How are communities alike and different all over the world?</p>	<p>6.1.4.B.1 6.1.4.B.2 6.1.4.B.3</p> <p>CCSS: RL 1-7, RI 1-10, RF 1-4, W 1-8, SL 1-6 L 1, 2, 4, 5, 6</p>	<p>*Understand that citizens are part of community and culture that depend on one another. *Recognize that rules and laws keep people safe. *Understand that communities have unique geographies, jobs, and histories. *Compare and contrast communities. *Identify and use a map scale/key.</p>	<p>Test pp 1-16- informal Unit 1 writing activity p 72 Students write an article comparing 2 communities. Unit 1 project p 72 Creating a community catalog Chapter 1 quizzes Chapter 1 test</p>	<p>1)Textbook 2)Homework and Practice book 3)Assessment book 4)Graphic organizer</p> <p>*Write an article *Interview a community member *Create a catalog</p>	<p>Chapter1 -10 days</p>
<p>What is a community? How are communities alike and different all over the world?</p>	<p>6.1.4.B.1 6.1.4.B.2 6.1.4.B.3</p> <p>CCSS: RL 1-7, RI 1-10, RF 1-4, W 1-8, SL 1-6 L 1, 2, 4, 5, 6</p>	<p>*Identifying rural, urban, and suburban areas. *Identify how people in different communities communicate with each other. *Explain how nations help each other. Explain cardinal and intermediate directions on a map's compass rose. Identify ways to learn about your community.</p>	<p>Test pp 1-16- informal Unit 1 writing activity p 72 Students write an article comparing 2 communities. Unit 1 project p 72 Creating a community catalog Chapter 2 quizzes Chapter 2 test</p>	<p>1)Textbook 2)Homework and Practice book 3)Assessment book 4)Graphic organizer</p> <p>*Write an article *Interview a community member *Create a catalog</p>	<p>Chapter2 - 14 days</p>

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**Social Studies Curriculum**

**Grade: 3 Unit of Study: Unit 1 Communities Around Us**

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

<b>Interdisciplinary Connections:</b>	<p><b>Reading/Language Arts-</b> Writing a paragraph, identifying main idea, write interview questions, write a summary, persuasive writing</p> <p><b>Physical Education-</b> Game Rules</p> <p><b>Visual Arts-</b> paint a picture, technology, design a space, role playing</p>
<b>Integration of Technology:</b>	<p><a href="http://www.hartcourtschool.com/ss1">www.hartcourtschool.com/ss1</a></p> <p><a href="http://www.hartcourtschool.com/ss2">www.hartcourtschool.com/ss2</a></p> <p>e-planner to aid in scheduling lessons</p>
<b>Differentiated Instruction:</b>	<p>Assessment options</p> <p>English language learning choices</p> <p>Leveled practice- Basic, Proficient, Advanced</p>

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
<p><a href="http://www.studentsoftheworld/info">www.studentsoftheworld/info</a></p> <p><a href="http://www.education.com/activity/thirdgrade/world-cultures/">www.education.com/activity/thirdgrade/world-cultures/</a></p>			

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**Grade: 3 Unit of Study: Unit 1 Communities Around Us**

**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Theatre role playing	Critical thinking questions	Create a community collage/poster	
Media Literacy Videos and DVDs- Schlessinger Media, PBS Suggested Mentor Texts- Available for each chapter	ICT Literacy	Life and Career Skills	

## Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> <li>● 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).</li> <li>● Create social studies interactive notebooks</li> <li>● Develop flashcards with visuals to help learn important events and people.</li> <li>● Individualized Education Plans (IEP's)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Exemplars of varied performance</li> </ul>	<ul style="list-style-type: none"> <li>● Use pictures or visuals wherever possible</li> <li>● Cue students before asking a questions during class discussions</li> <li>● Help students with background vocabulary. Provide prior to lesson.</li> <li>● Use graphic organizer</li> <li>● Modify the length of reading passages, with extended time to complete them</li> <li>● Utilize “Can Do” Descriptors <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Exemplars of varied performance levels</li> <li>● Multi-media presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Work within group or partners</li> <li>● Use metacognitive work</li> <li>● Extend time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Provide preferential seating that is mutually determined by the student and teacher</li> <li>● Active Reading Strategies</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Exemplars of varied performance</li> </ul>	<ul style="list-style-type: none"> <li>● Structure the learning around explaining or solving a social or community-based issue</li> <li>● Assign the student to play “the teacher.” Teach an important event or concept to the class.</li> <li>● Create a Genius Hour project.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Provide one-to-one teacher support</li> <li>● Curriculum Compacting</li> <li>● Advanced problems to extend the critical thinking skills of the advanced learner</li> <li>● Supplemental reading material for independent study</li> <li>● Elevated questioning techniques using Webb’s Depth of Knowledge matrix</li> </ul>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● Create social studies interactive notebook</li> <li>● Develop flashcards with visuals to help learn important events and people.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Individualized Education Plans (IEP's)</li> <li>● Exemplars of varied performance</li> </ul>

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**Hanover Township Public Schools  
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**Grade: 3 Unit of Study: Unit 2 Communities and Geography**

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLs)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment Options (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p>What can you use to find a community's location? What are the physical features of a community?</p>	<p>6.1.4.A.1 6.1.4.B.1 6.1.4.B.2 6.1.4.B.3 6.1.4.B.4 6.1.4.B.6 CCSS: RL 1-7, RI 1-10, RF 1-4, W 1-8, SL 1-6 L 1, 2, 4, 5, 6</p>	<p>*Use visuals to gain meaning from text. *Use graphic tools to locate communities. *Use hemisphere and equator to find locations. *Understand that absolute location is defined by latitude and longitude. *Identify landforms, climate, and vegetation of communities. *Recognize and describe physical characteristics of places. *Identify and explain the purpose and elements of landform maps.</p>	<p>Informal: Lesson Review pages Unit 2 writing activity Students write a story about a community that worked to protect its environment. Unit 2 project Create a nature exhibit, go on a nature walk, create a poster that tells about your community. Chapter 3 quizzes Chapter 3 test</p>	<p>1)Textbook 2)Homework and Practice book 3)Assessment book 4)Graphic organizer  *Write a story. *Create an exhibit or poster</p>	<p>Chapter 3 -12 days</p>

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**Grade: 3 Unit of Study: Unit 2 Communities and Geography**

<p>What are our countries regions? What are natural resources?</p>	<p>6.1.4.B.1 6.1.4.B.2 6.1.4.B.3 6.1.4.B.4 6.1.4.B.6 6.1.4.B.8 6.1.4.B.9 CCSS: RL 1-7, RI 1-10, RF 1-4, W 1-8, SL 1-6 L 1, 2, 4, 5, 6</p>	<p>*Identify the 5 geographical regions of the US. *Explain that regions can share both physical and human characteristics. *Describe how communities can be part of more than one region. *Identify living and nonliving natural resources. *Understand the importance of renewal and nonrenewable resources.</p>	<p>Informal: Lesson Review pages Unit 2 writing activity Students write a story about a community that worked to protect its environment. Unit 2 project Create a nature exhibit, go on a nature walk, create a poster that tells about your community. Chapter 4 quizzes Chapter 4 test</p>	<p>1)Textbook 2)Homework and Practice book 3)Assessment book 4)Graphic organizer  *Write a story. *Create an exhibit or poster</p>	<p>Chapter 4 - 14 days</p>
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**Hanover Township Public Schools  
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**Grade: 3 Unit of Study: Unit 2 Communities and Geography**

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

<b>Interdisciplinary Connections:</b>	<b>Reading/Language Arts-</b> Writing a story, identifying main idea and details, compare and contrast, using children’s literatures <b>Physical Education-</b> Map Game <b>Visual Arts-</b> photography, cartooning <b>Science-</b> research oil, ecosystems, weather and tornados <b>Math-</b> finding differences
<b>Integration of Technology:</b>	<a href="http://www.hartcourtschool.com/ss1">www.hartcourtschool.com/ss1</a> <a href="http://www.hartcourtschool.com/ss2">www.hartcourtschool.com/ss2</a> e-planner to aid in scheduling lessons multi-media biography
<b>Differentiated Instruction:</b>	Assessment options English language learning choices Leveled practice- Basic, Proficient, Advanced

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
<a href="http://www.studentsoftheworld/info">www.studentsoftheworld/info</a> <a href="http://www.education.com/activity/thirdgrade/world-cultures/">www.education.com/activity/thirdgrade/world-cultures/</a>			Food regions Safety

**21<sup>st</sup> Century Skills**

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**Grade: 3 Unit of Study: Unit 2 Communities and Geography**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Theatre role playing	Critical thinking questions	Create a community collage/poster	

Media Literacy Videos and DVDs- Schlessinger Media, PBS Suggested Mentor Texts- Available for each chapter	ICT Literacy	Life and Career Skills
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## Social Studies – Accommodations and Modifications

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**Hanover Township Public Schools**  
**Social Studies Curriculum**

**Grade: 3 Unit of Study: Unit 3 Communities Over Time**

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLS)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment Options (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p>How do communities both change and stay the same? How have people changed their communities?</p>	<p>6.1.4.A.15 6.1.4.C.16 6.1.4.C.17 6.1.4.C.18 6.1.4.D.18 6.1.4.D.20 9.1.4.B.1 CCSS: RL 1-7, RI 1-10, RF 1-4, W 1-8, SL 1-6 L 1, 2, 4, 5, 6</p>	<p>*Understand how outlines can organize and explain information. Describe how the past, present, and future are connected. *Identify the ways communities changed and stayed the same over time. *Interrupt a simple and historical timeline. *Identify how a timeline can be divided into different time periods. *Understand how people help communities grow. *Identify how people create change. *Identify primary and secondary sources and the purpose of each. *Obtain information for variety of purposes.</p>	<p>Informal: Lesson Review pages Unit 3 writing activity Write a journal entry from the perspective of a Native American. Unit 3 project Make a scrapbook of your communities history. Chapter 5 quizzes Chapter 5 test</p>	<p>1)Textbook 2)Homework and Practice book 3)Assessment book 4)Graphic organizer  *Write a journal. *Create scrapbook</p>	<p>Chapter 5 -12 days</p>

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		<p>*Identify and understand that inventions cause change.</p> <p>*Identify ways that ancient civilizations influence life today.</p>			
Who informed the first communities in North America?	<p>6.1.4.A.15</p> <p>6.1.4.C.16</p> <p>6.1.4.C.17</p> <p>6.1.4.C.18</p> <p>6.1.4.D.18</p> <p>6.1.4.D.20</p> <p>9.1.4.B.1</p> <p>CCSS: RL 1-7, RI 1-10, RF 1-4, W 1-8, SL 1-6 L 1, 2, 4, 5, 6</p>	<p>*Compare and contrast native American tribes.</p> <p>*Describe the culture, housing, economy, and other ways of life of the native Americans.</p> <p>*Recognize different perspectives.</p>	<p>Informal: Lesson Review pages</p> <p>Unit 3 writing activity</p> <p>Write a journal entry from the perspective of a Native American.</p> <p>Unit 3 project</p> <p>Make a scrapbook of your communities history.</p> <p>Chapter 6 quizzes</p> <p>Chapter 6 test</p>	<p>1)Textbook</p> <p>2)Homework and Practice book</p> <p>3)Assessment book</p> <p>4)Graphic organizer</p> <p>*Write a journal.</p> <p>*Create a scrapbook.</p>	Chapter 6 - 3days

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The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

<b>Interdisciplinary Connections:</b>	<b>Reading/Language Arts-</b> Write a report, write a diary entry <b>Physical Education-</b> <b>Visual Arts-</b> architecture, Chinese printing, make a map <b>Science-</b> natural disasters <b>Math-</b>
<b>Integration of Technology:</b>	<a href="http://www.hartcourtschool.com/ss1">www.hartcourtschool.com/ss1</a> <a href="http://www.hartcourtschool.com/ss2">www.hartcourtschool.com/ss2</a> e-planner to aid in scheduling lessons multi-media biography <a href="http://www.educationworld.com/a_sites/sites062.shtml">www.educationworld.com/a_sites/sites062.shtml</a> <a href="http://www.lenapeindians.com">www.lenapeindians.com</a> <a href="http://www.lenapeways.org">www.lenapeways.org</a>
<b>Differentiated Instruction:</b>	Assessment options English language learning choices Leveled practice- Basic, Proficient, Advanced

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
<a href="http://www.studentsoftheworld/info">www.studentsoftheworld/info</a> <a href="http://www.education.com/activity/thirdgrade/world-cultures/">www.education.com/activity/thirdgrade/world-cultures/</a>			Germs and diseases

**Hanover Township Public Schools**  
**Social Studies Curriculum**

**Grade: 3 Unit of Study: Unit 3 Communities Over Time**

**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Theatre role playing	Critical thinking questions	literacy projects	
Media Literacy Videos and DVDs- Schlessinger Media, PBS Suggested Mentor Texts- Available for each chapter	ICT Literacy	Life and Career Skills	

## Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> <li>● 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).</li> <li>● Create social studies interactive notebooks</li> <li>● Develop flashcards with visuals to help learn important events and people.</li> <li>● Individualized Education Plans (IEP's)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Exemplars of varied performance</li> </ul>	<ul style="list-style-type: none"> <li>● Use pictures or visuals wherever possible</li> <li>● Cue students before asking a questions during class discussions</li> <li>● Help students with background vocabulary. Provide prior to lesson.</li> <li>● Use graphic organizer</li> <li>● Modify the length of reading passages, with extended time to complete them</li> <li>● Utilize “Can Do” Descriptors <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Exemplars of varied performance levels</li> <li>● Multi-media presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Work within group or partners</li> <li>● Use metacognitive work</li> <li>● Extend time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Provide preferential seating that is mutually determined by the student and teacher</li> <li>● Active Reading Strategies</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Exemplars of varied performance</li> </ul>	<ul style="list-style-type: none"> <li>● Structure the learning around explaining or solving a social or community-based issue</li> <li>● Assign the student to play “the teacher.” Teach an important event or concept to the class.</li> <li>● Create a Genius Hour project.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Provide one-to-one teacher support</li> <li>● Curriculum Compacting</li> <li>● Advanced problems to extend the critical thinking skills of the advanced learner</li> <li>● Supplemental reading material for independent study</li> <li>● Elevated questioning techniques using Webb’s Depth of Knowledge matrix</li> </ul>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● Create social studies interactive notebook</li> <li>● Develop flashcards with visuals to help learn important events and people.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Individualized Education Plans (IEP's)</li> <li>● Exemplars of varied performance</li> </ul>

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**Hanover Township Public Schools  
Social Studies Curriculum**

**Grade: 3 Unit of Study: Unit 4 Citizens and Government**

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLs)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment Options (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
What are our rights? What responsibilities do citizens have? What are some qualities of a good citizen?	6.1.4.A.1 6.1.4.A.2 6.1.4.A.4 6.1.4.A.5 6.1.4.A.8 6.1.4.A.11 6.1.4.A.12 6.1.4.D.4 6.1.4.D.5 6.1.4.D.6 6.1.4.D.15 6.1.4.D.16 6.1.4.D.17 6.1.4.D.19 6.1.4.D.20 6.3.4.A.1 6.3.4.D.1 CCSS: RL 1-7, RI 1-10, RF 1-4, W 1-8, SL 1-6 L 1, 2, 4, 5, 6	*Understand and apply some basic rights of citizens. *Understand the purpose of the Bill of Rights. *Understand and explain the voting process. *Understand citizens have responsibilities. *Understand the responsibilities of a citizen. *Understand the concept of common good and how people can work for the common good. *Describe the traits of a good citizen. *Identify people in history and heroes who have been good citizens. *Understand how consequences can help you make good choices.	Informal: Lesson Review pages Unit 4 writing activity Write a summary Unit 4 project Create a government handbook Chapter 7 quizzes Chapter 7 test	1)Textbook 2)Homework and Practice book 3)Assessment book 4)Graphic organizer  *Write a summary. *Create handbook	Chapter 7 -7 days

**Hanover Township Public Schools  
Social Studies Curriculum**

**Grade: 3 Unit of Study: Unit 4 Citizens and Government**

<p>What are the three levels and branches of government?          What are local governments?          How are national and state governments alike and different?          What are some symbols of the country?</p>	<p>see above          CCSS: RL 1-7, RI 1-10, RF 1-4, W 1-8, SL 1-6          L 1, 2, 4, 5, 6</p>	<p>*How to skim and scan text to identify main ideas and specific information.          *Identify the levels of government and the branches of government and describe each.          *Identify government services.          *Understand democracy.          *Understand the characteristics and purpose of a road map.          *Describe the features of state and national government and its leaders.          *Identify places that are important in our countries government.          *Understand the purpose of the US capitol.          *Identify certain symbols/monuments/memorials in our country          *Understand the importance of state seals, flags, and mottos in creating a sense of pride and civic mindedness among citizens.</p>	<p>Informal: Lesson Review pages          Unit 4 writing activity          Write a summary          Unit 4 project          Create a government handbook          Chapter 8 quizzes          Chapter 8 test</p>	<p>1)Textbook          2)Homework and Practice book          3)Assessment book          4)Graphic organizer</p> <p>*Write a summary.          *Create handbook</p>	<p>Chapter 8          - 12 days</p>
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**Hanover Township Public Schools  
Social Studies Curriculum**

**Grade: 3 Unit of Study: Unit 4 Citizens and Government**

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

<b>Interdisciplinary Connections:</b>	<b>Reading/Language Arts-</b> Write a report, write a dialogue <b>Physical Education-</b> <b>Visual Arts-</b> write a song, pantomime, architecture, make a sculpture <b>Science-</b> <b>Math-</b>
<b>Integration of Technology:</b>	<a href="http://www.hartcourtschool.com/ss1">www.hartcourtschool.com/ss1</a> <a href="http://www.hartcourtschool.com/ss2">www.hartcourtschool.com/ss2</a> e-planner to aid in scheduling lessons multi-media biography <a href="http://www.educationworld.com/a_sites/sites057.shtml">www.educationworld.com/a_sites/sites057.shtml</a> <a href="http://www.scholastic.com">www.scholastic.com</a> <a href="http://www.nj.com">www.nj.com</a> <a href="http://www.educationworld.com/a_sites/sites035.shtml">www.educationworld.com/a_sites/sites035.shtml</a> <a href="http://www.co.morris.nj.us/history/history.asp">www.co.morris.nj.us/history/history.asp</a>
<b>Differentiated Instruction:</b>	Assessment options English language learning choices Leveled practice- Basic, Proficient, Advanced

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**Hanover Township Public Schools  
Social Studies Curriculum**

**Grade: 3 Unit of Study: Unit 4 Citizens and Government**

<a href="http://www.studentsoftheworld.info">www.studentsoftheworld/info</a> <a href="http://www.education.com/activity/thirdgrade/world-cultures/">www.education.com/activity/thirdgrade/world-cultures/</a>	Hanover Twp Website	Book: The NJ Adventure Gibb Smith Publisher	
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Theatre role playing	Critical thinking questions	literacy projects	
Media Literacy Videos and DVDs- Schlessinger Media, PBS Suggested Mentor Texts-Available for each chapter	ICT Literacy	Life and Career Skills Flexibility and Adaptability Initiative and Self Direction Social and Cross Cultural Skills Productivity and Accountability Leadership and Responsibility	

## Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> <li>● 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).</li> <li>● Create social studies interactive notebooks</li> <li>● Develop flashcards with visuals to help learn important events and people.</li> <li>● Individualized Education Plans (IEP's)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Exemplars of varied performance</li> </ul>	<ul style="list-style-type: none"> <li>● Use pictures or visuals wherever possible</li> <li>● Cue students before asking a questions during class discussions</li> <li>● Help students with background vocabulary. Provide prior to lesson.</li> <li>● Use graphic organizer</li> <li>● Modify the length of reading passages, with extended time to complete them</li> <li>● Utilize “Can Do” Descriptors <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Exemplars of varied performance levels</li> <li>● Multi-media presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Work within group or partners</li> <li>● Use metacognitive work</li> <li>● Extend time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Provide preferential seating that is mutually determined by the student and teacher</li> <li>● Active Reading Strategies</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Exemplars of varied performance</li> </ul>	<ul style="list-style-type: none"> <li>● Structure the learning around explaining or solving a social or community-based issue</li> <li>● Assign the student to play “the teacher.” Teach an important event or concept to the class.</li> <li>● Create a Genius Hour project.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Provide one-to-one teacher support</li> <li>● Curriculum Compacting</li> <li>● Advanced problems to extend the critical thinking skills of the advanced learner</li> <li>● Supplemental reading material for independent study</li> <li>● Elevated questioning techniques using Webb’s Depth of Knowledge matrix</li> </ul>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● Create social studies interactive notebook</li> <li>● Develop flashcards with visuals to help learn important events and people.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Individualized Education Plans (IEP's)</li> <li>● Exemplars of varied performance</li> </ul>

<ul style="list-style-type: none"> <li>levels</li> <li>● Multi-media presentations</li> <li>● Sheltered instruction</li> <li>● Consultation with ESL teachers</li> <li>● Manipulatives</li> <li>● Tiered/Scaffolding Lessons</li> <li>● Mnemonic devices</li> <li>● Visual aids</li> <li>● Modeling</li> <li>● Guided note-taking</li> <li>● Study Guides</li> <li>● Modified homework</li> <li>● Differentiated pre-typed class notes and example problems</li> <li>● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner</li> <li>● Individualized instruction plans</li> <li>● Manipulatives</li> <li>● Flipped Instruction</li> <li>● Multimedia Presentations</li> <li>● Words banks</li> <li>● Reduced choice on assessments</li> <li>● Preferential seating</li> </ul>	<ul style="list-style-type: none"> <li>● Sheltered instruction</li> <li>● Consultation with ESL teachers</li> <li>● Manipulatives</li> <li>● Tiered/Scaffolding Lessons</li> <li>● Mnemonic devices</li> <li>● Visual aids</li> <li>● Modeling</li> <li>● Guided note-taking</li> <li>● Study Guides</li> <li>● Modified homework</li> <li>● Differentiated pre-typed class notes and example problems</li> <li>● Individualized instruction plans</li> <li>● Manipulatives</li> <li>● Flipped Instruction</li> <li>● Multimedia Presentations</li> <li>● Words banks</li> <li>● Reduced choice on assessments</li> <li>● Preferential seating</li> <li>● Choice activities</li> <li>● Modified time requirements</li> <li>● Modified notes</li> <li>● Modify lesson, assessment and study guide format</li> <li>● Modified homework</li> </ul>	<ul style="list-style-type: none"> <li>levels</li> <li>● Multi-media presentations</li> <li>● Tiered/Scaffolding Lessons</li> <li>● Modeling</li> <li>● Guided note-taking</li> <li>● Study Guides</li> <li>● Modified homework</li> <li>● Differentiated pre-typed class notes and example problems</li> <li>● Individualized instruction plans</li> <li>● Words banks</li> <li>● Reduced choice on assessments</li> <li>● Preferential seating</li> <li>● Choice activities</li> <li>● Modified time requirements</li> <li>● Modified notes</li> <li>● Modify lesson, assessment and study guide format</li> <li>● Modified homework</li> <li>● Provide an enriched curriculum and activities</li> <li>● Contracts/manage ment plans</li> <li>● Open-ended responses</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum Compacting</li> <li>● Advanced problems to extend the critical thinking skills of advanced learners</li> <li>● Supplemental reading material for independent study</li> <li>● Flexible grouping</li> <li>● Tiered assignments Topic selection by interest</li> <li>● Open-ended responses</li> <li>● Manipulatives</li> <li>● Tiered Lessons</li> <li>● Flipped Instruction</li> <li>● Multimedia Presentations</li> <li>● Open-ended responses</li> <li>● Project-based learning</li> <li>● Group activities</li> <li>● Guided Notes</li> <li>● Conclusions and analysis of exploratory activities</li> <li>● Career based learning incorporated into each lesson</li> <li>● Exploration Activities</li> <li>● Student choice</li> </ul>	<ul style="list-style-type: none"> <li>levels</li> <li>● Multi-media presentations</li> <li>● Sheltered instruction</li> <li>● Consultation with ESL teachers</li> <li>● Tiered/Scaffolding Lessons</li> <li>● Mnemonic devices</li> <li>● Visual aids</li> <li>● Modeling</li> <li>● Guided note-taking</li> <li>● Study Guides</li> <li>● Modified homework</li> <li>● Differentiated pre-typed class notes and example problems</li> <li>● Individualized instruction plans</li> <li>● Manipulatives</li> <li>● Multimedia Presentations</li> <li>● Words banks</li> <li>● Reduced choice on assessments</li> <li>● Preferential seating</li> <li>● Modified time requirements</li> <li>● Modified notes</li> <li>● Modify lesson, assessment and study guide format</li> <li>● Modified homework</li> </ul>
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**Hanover Township Public Schools  
Social Studies Curriculum**

**Grade: 3 Unit of Study: Unit 5 People in Communities**

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLS)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment Options (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
Why do people move to new places? How do different groups in the US share their cultures?	6.1.P.D.1 6.1.P.D.2 6.1.P.D.3 6.1.P.D.4 6.1.4.D.17 6.1.4.D.18 6.1.4.D.19 9.1.4.D.3 9.1.4.F.1 9.1.4.F.3 CCSS: RL 1-7, RI 1-10, RF 1-4, W 1-8, SL 1-6 L 1, 2, 4, 5, 6	*Identify why people move and settle in places. *Understand a population map. *Recognize that population density shows the number of people living in a given area. *Understand how different groups share cultures in the US. *Compare and contrast cultures. *Identify American landmarks, such as The Statue of Liberty and Mt. Rushmore. *Identify and explain the significance of national holidays.	Informal: Lesson Review pages Unit 5 writing activity Write a poem about your communities cultures Unit 5 project Create community culture guide Chapter 9 quizzes Chapter 9 test	1)Textbook 2)Homework and Practice book 3)Assessment book 4)Graphic organizer  *Write a poem. *Create a cultural guide	Chapter 9 -10 days

**Hanover Township Public Schools  
Social Studies Curriculum**

**Grade: 3 Unit of Study: Unit 5 People in Communities**

<p>How do people express their culture? What are some holidays and traditions that people celebrate? How are cultures around the world alike and different?</p>	<p>see above CCSS: RL 1-7, RI 1-10, RF 1-4, W 1-8, SL 1-6 L 1, 2, 4, 5, 6</p>	<p>*Recognize expressions of culture such as art, music, dance, architecture, and religion. *Compare and contrast the ways that people express their culture. *Recognize the ways people use stories to communicate. *Identify holidays and traditions that people celebrate. *Compare and contrast language, dress, and food from various cultures around the world.</p>	<p>Informal: Lesson Review pages Unit 5 writing activity Write a poem about your communities cultures Unit 5 project Create community culture guide Chapter 10 quizzes Chapter 10 test</p>	<p>1)Textbook 2)Homework and Practice book 3)Assessment book 4)Graphic organizer  *Write a poem. *Create a cultural guide</p>	<p>Chapter 10 - 12 days</p>
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**Hanover Township Public Schools  
Social Studies Curriculum**

**Grade: 3 Unit of Study: Unit 5 People in Communities**

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

<p><b>Interdisciplinary Connections:</b></p>	<p><b>Reading/Language Arts-</b> Write a report, travel brochure, poem, fact and fiction, cause and effect</p> <p><b>Physical Education-</b> folk dance</p> <p><b>Visual Arts-</b> cultural music, patriotic songs, create an art display, illustrating stories, folk dance</p> <p><b>Science-</b></p> <p><b>Math-</b> comparing amounts</p>
<p><b>Integration of Technology:</b></p>	<p><a href="http://www.hartcourtschool.com/ss1">www.hartcourtschool.com/ss1</a></p> <p><a href="http://www.hartcourtschool.com/ss2">www.hartcourtschool.com/ss2</a></p> <p>e-planner to aid in scheduling lessons</p> <p>multi-media biography</p> <p><a href="http://www.educationworld.com/a_sites/sites057.shtml">www.educationworld.com/a_sites/sites057.shtml</a></p> <p><a href="http://www.scholastic.com">www.scholastic.com</a></p> <p><a href="http://www.nj.com">www.nj.com</a></p> <p><a href="http://www.educationworld.com/a_sites/sites035.shtml">www.educationworld.com/a_sites/sites035.shtml</a></p> <p><a href="http://www.co.morris.nj.us/history/history.asp">www.co.morris.nj.us/history/history.asp</a></p>
<p><b>Differentiated Instruction:</b></p>	<p>Assessment options</p> <p>English language learning choices</p> <p>Leveled practice- Basic, Proficient, Advanced</p>

**21<sup>st</sup> Century Themes**

<p>Global Awareness</p>	<p>Financial, Economic, Business, and Entrepreneurial Literacy</p>	<p>Civic Literacy</p>	<p>Health Literacy</p>
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**Hanover Township Public Schools  
Social Studies Curriculum**

**Grade: 3 Unit of Study: Unit 5 People in Communities**

<a href="http://www.studentsoftheworld.info">www.studentsoftheworld/info</a> <a href="http://www.education.com/activity/thirdgrade/world-cultures/">www.education.com/activity/thirdgrade/world-cultures/</a> holidays and cultural food cultural music and dance			cultural foods
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Theatre role playing	Critical thinking questions	literacy projects	
Media Literacy Videos and DVDs- Schlessinger Media, PBS Suggested Mentor Texts- Available for each chapter	ICT Literacy	Life and Career Skills Flexibility and Adaptability Initiative and Self Direction Social and Cross Cultural Skills Productivity and Accountability Leadership and Responsibility	

## Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
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**Hanover Township Public Schools  
Social Studies Curriculum**

**Grade: 3 Unit of Study: Unit 6 Working in our Community**

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLS)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment Options (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p>How do people in the community depend on one another? What kinds of resources do businesses use? Why do people and countries trade with one another? How has new technology changed businesses?</p>	<p>6.1.4.C.1 6.1.4.C.2 6.1.4.C.3 6.1.4.C.4 6.1.4.C.5 6.1.4.C.6 6.1.4.C.7 6.1.4.C.8 6.1.4.C.9 6.1.4.C.10 6.1.4.C.11 6.3.4.C.1</p> <p>CCSS: RL 1-7, RI 1-10, RF 1-4, W 1-8, SL 1-6 L 1, 2, 4, 5, 6</p>	<p>*Understand consumer and producers and how they are dependent on each other. *Understand the importance of entrepreneurship. *Explore the world of work. *Identify the 3 types of resources used in business. *Recognize the difference between human, natural, and capital resources. *Understand the uses of special purpose maps. *Describe the land uses of a state. *Read, interrupt, and draw land use and product maps. *Explain why countries import an</p>	<p>Informal: Lesson Review pages Unit 6 writing activity Write an advertisement to show fact/opinion Unit 6 project Create an advertisement Chapter 11 quizzes Chapter 11 test</p>	<p>1)Textbook 2)Homework and Practice book 3)Assessment book 4)Graphic organizer</p> <p>*Write an advertisement *Create an advertisement</p>	<p>Chapter 11 -14 days</p>

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		<p>export goods. *Identify how transportation has assisted in the transporting of goods. *Describe and demonstrate the responsibilities of being a good citizen by volunteering. *Identify how technology has changed the economy of communities worldwide. *Explain how technology has effected business. *Distinguish between fact, fiction, and opinion.</p>			
<p>Why do people use money? How does a free market economy work? How do families earn, spend, and save money? How do businesses around the world make money?</p>	<p>see above  CCSS: RL 1-7, RI 1-10, RF 1-4, W 1-8, SL 1-6 L 1, 2, 4, 5, 6</p>	<p>*Understand how people earn income and types of work they do. *Explain the relationship between saving and spending. *Recognize the skills used to make economic decisions. *Recognize how to</p>	<p>Informal: Lesson Review pages Unit 6 writing activity Write an advertisement to show fact/opinion Unit 6 project Create an advertisement Chapter 12 quizzes Chapter 12 test</p>	<p>1)Textbook 2)Homework and Practice book 3)Assessment book 4)Graphic organizer  *Write an advertisement *Create an</p>	<p>Chapter 12 - 8 days</p>

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		<p>make an economic choice when spending money.</p> <ul style="list-style-type: none"><li>*Identify how businesses around the world depend on each other.</li><li>*Recognize that smaller businesses are an important part of the community.</li><li>*Use community resources to explore the local economy.</li></ul>		advertisement	
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The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

<b>Interdisciplinary Connections:</b>	<p><b>Reading/Language Arts-</b> Write a report, travel brochure, poem, fact and fiction, cause and effect</p> <p><b>Physical Education-</b> folk dance</p> <p><b>Visual Arts-</b> cultural music, patriotic songs, create an art display, illustrating stories, folk dance</p> <p><b>Science-</b></p> <p><b>Math-</b> comparing amounts</p>
<b>Integration of Technology:</b>	<p><a href="http://www.hartcourtschool.com/ss1">www.hartcourtschool.com/ss1</a></p> <p><a href="http://www.hartcourtschool.com/ss2">www.hartcourtschool.com/ss2</a></p> <p>e-planner to aid in scheduling lessons</p> <p>multi-media biography</p> <p><a href="http://www.educationworld.com/a_sites/sites057.shtml">www.educationworld.com/a_sites/sites057.shtml</a></p> <p><a href="http://www.scholastic.com">www.scholastic.com</a></p> <p><a href="http://www.nj.com">www.nj.com</a></p> <p><a href="http://www.educationworld.com/a_sites/sites035.shtml">www.educationworld.com/a_sites/sites035.shtml</a></p> <p><a href="http://www.co.morris.nj.us/history/history.asp">www.co.morris.nj.us/history/history.asp</a></p>
<b>Differentiated Instruction:</b>	<p>Assessment options</p> <p>English language learning choices</p> <p>Leveled practice- Basic, Proficient, Advanced</p>

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**Grade: 3 Unit of Study: Unit 6 Working in our Community**

<a href="http://www.studentsoftheworld.info">www.studentsoftheworld.info</a> <a href="http://www.education.com/activity/thirdgrade/world-cultures/">www.education.com/activity/thirdgrade/world-cultures/</a> holidays and cultural food cultural music and dance			cultural foods
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Theatre role playing	Critical thinking questions	literacy projects	
Media Literacy Videos and DVDs- Schlessinger Media, PBS Suggested Mentor Texts-Available for each chapter	ICT Literacy	Life and Career Skills Flexibility and Adaptability Initiative and Self Direction Social and Cross Cultural Skills Productivity and Accountability Leadership and Responsibility	

## Social Studies – Accommodations and Modifications

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## K-5 Teaching Acceptance Suggested Interactive Read Aloud

### Holocaust/Genocide, Amistad, Prejudice and Bullying

We remain committed to the teaching of the concepts of respect, tolerance, and acceptance.

Grade	Unit	<b><u>Interactive Read Aloud Texts</u></b> State of New Jersey Commission on Holocaust Education Amistad Commission Literacy Components for Primary Grades Teaching Tolerance Storybook List	Description
K	Acceptance, Always!	1. <u>Sneetches</u> by Dr. Seuss 2. <u>The Berenstain Bears: New Neighbors</u> by Stan and Jan Berenstain (Teaching Tolerance) 3. <u>A Pig is Moving In!</u> By Claudia Fries 4. <u>Hats Off to Hair!</u> by Virginia Kroll 5. <u>Lovable Lyle</u> by Bernard Wabe	This unit will focus on the importance to be accepting of others who are different from you. Students will discover ways that they can stand up against prejudice and bullying.
1	Acceptance, Always!	1. <u>The Colors of Us</u> by Karen Katz (Caring Makes a Difference and Teaching Tolerance) 2. <u>All Kinds of Children</u> by Norma Simon 3. <u>Whoever You Are</u> by Mem Fox 4. <u>The Crayon Box That Talked</u> by Shane DeRolf (Teaching Tolerance) 5. <u>Two Eyes, A Nose, and A Mouth</u> by Roberta Grobel intrater	This unit will focus on the importance to be accepting of others who are different from you. Students will discover ways that they can stand up against prejudice and bullying.
2	Acceptance, Always!	1. <u>The Patchwork Quilt</u> 2. <u>Jingle Dancer</u> by Cynthia Leitich Smith 3. <u>Nadia's Hands</u> by Karen English 4. <u>Virgie Goes to School with Us Boys</u> by Elizabeth Fitzgerald Howard	This unit will focus on the importance of accepting others who are different from you. Student will discover ways that they can stand up against prejudice and bullying.

		5. <u>The Ugly Duckling by Lorinda Bryan Cauley</u>	
3	From Friend to Upstander: Stand Up and Make a Difference!	<ol style="list-style-type: none"> <li>1. <u>Peace Begins with You</u> - Poem included in lesson plan</li> <li>2. <u>The Long March</u> (Marie-Louise Fitzpatrick)</li> <li>3. <u>Barefoot Escape on the Underground Railroad</u> (Pamela Duncan Edwards)</li> <li>4. <u>The Bobbin Girl</u> (Emily Arnold McCully)</li> <li>5. <u>The Unbreakable Code</u> (Sara Hoagland Hunter)</li> </ol>	This unit reviews the importance of standing up and making a difference. Students will see through interactive read alouds important people who stood up for others.
4	From Friend to Upstander: Stand Up and Make a Difference!	<ol style="list-style-type: none"> <li>1. <u>Don't Forget</u> (Patricia Latkin)</li> <li>2. <u>Promise of a New Spring</u> (Gerda Weissmann Klein)</li> <li>3. <u>Baseball Saved Us</u> (Ken Mochizuki)</li> <li>4. <u>The Bracelet</u> (Yoshiko Uchida)</li> <li>5. <u>Heroes</u> (Ken Mochizuki)</li> </ol>	This unit reviews the importance of standing up and making a difference. Students will see through interactive read alouds important people who stood up for others.
5	Perseverance/Overcoming Obstacles During the Holocaust	<u>Books go with lessons on Perseverance/ Overcoming Obstacles</u> <ol style="list-style-type: none"> <li>1. <u>A Picture Book of Anne Frank</u></li> <li>2. <u>Zlata's Diary (Zlata Filipović)</u></li> <li>3. <u>We Are Witnesses: Five Diaries Of Teenagers Who Died In The Holocaust</u> (Jacob Boaz)</li> <li>4. <u>Malala's Magic Pencil</u> by Malala Yousafzai</li> <li>5. <u>Refugee</u> by Alan Gratz</li> </ol>	The study of the Holocaust assists students in developing an understanding of the ramifications of prejudice, racism, and stereotyping in any society. It helps students develop and awareness of the value of pluralism and encourages tolerance of diversity in a pluralistic society. The Holocaust provides a context for exploring the dangers of remaining silent, apathetic, and indifferent in the face of other's oppression.