

Ocean Academy Charter School
Curriculum Guide
Grade 3 - Social Studies



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL Curriculum	
Content Area: Social Studies	
Course Title: Social Studies	
Grade Level: 3	
Unit Title	Pacing Guide in Days
Unit 1: Lenni Lenape Native American Tribe Economics (Junior Achievement Day) Diversity and Inclusion	30 Days
Unit 2: New Jersey Historical Figures & Inventors Amistad Asian Americans and Pacific Islander Diversity and Inclusion	30 Days
Unit 3: American Civics Asian Americans and Pacific Islander Climate Change Diversity and Inclusion	30 Days

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview

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Content Area: Social Studies	
Unit Title: Lenni Lenape Native American Tribe/Economics	Duration: 30 Days
Target Course/Grade Level: Grade 3	
Introduction/Unit Focus:	
<p>In this unit, students will explore two key themes: financial literacy and cultural heritage. First, students will be introduced to the foundational principles of financial literacy, including the value of money, the importance of saving, making responsible economic choices, and understanding the difference between needs and wants. Through real-world examples and interactive activities, students will begin to develop smart decision-making skills related to spending, saving, and planning for the future. These financial concepts will be taught in a developmentally appropriate way to help students understand how personal choices impact their lives and the broader economy.</p> <p>The second focus of the unit will examine the culture and history of the Lenni Lenape, the Native American tribe that originally inhabited the area now known as New Jersey. Students will learn about Lenni Lenape traditions, daily life, and how the environment influenced their way of living. They will explore the tribe's contributions to the development of New Jersey and compare the Lenni Lenape culture with other cultures past and present. Through this comparison, students will gain a deeper appreciation for diversity and recognize how different cultural groups have shaped our state and nation.</p> <p>By the end of the unit, students will better understand both how to make thoughtful financial decisions and how to respect and learn from the cultural experiences of others; essential skills for becoming informed, responsible citizens in a diverse and interconnected world.</p>	
Disciplinary Concepts for the Unit	
<p>Standard 9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>Standard 9.2 Career Awareness, Exploration, Preparation and Training This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>Standard 9.4 Life Literacies and Key Skills This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>	

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Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions,

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engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”	
Disciplinary Concepts	
Economics, Innovation, and Technology: Economic Ways of Thinking	
Economics, Innovation, and Technology: Exchange and Markets	
Economics, Innovation, and Technology: National Economy	
Economics, Innovation, and Technology: Continuity and Change	
History, Culture, and Perspectives: Understanding Perspectives	
Historical Sourcing and Evidence	
Social Studies Practices	
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others’ perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists

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	<p>students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.</p>
Developing Claims and Using Evidence	<p>Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.</p>
Presenting Arguments and Explanations	<p>Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.</p>
Engaging in Civil Discourse and Critiquing Conclusions	<p>Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.</p>
Taking Informed Action	<p>After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition</p>

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	seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	<ul style="list-style-type: none"> ➤ 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community. ➤ 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production	<ul style="list-style-type: none"> ➤ 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade ➤ 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e. human capital, physical capital, natural resources ➤ 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products
The government uses a variety of tools to pay for goods and services it provides to individuals and communities.	<ul style="list-style-type: none"> ➤ 6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.
A nation’s economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	<ul style="list-style-type: none"> ➤ 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy. ➤ 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society. ➤ 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

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<p>Interactions of people and events throughout history have shaped the world we experience today</p>	<ul style="list-style-type: none"> ➤ 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
<p>Events may be viewed differently based on one’s perspective.</p>	<ul style="list-style-type: none"> ➤ 6.1.5.HistoryUP.2: Compare and Contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. ➤ 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
<p>Certain dispositions help individuals contribute to the health of American democracy.</p>	<ul style="list-style-type: none"> ➤ ➤ 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others. ➤ 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
<p>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights</p>	<ul style="list-style-type: none"> ➤ ➤ 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

Reading Standards for Informational Text:

- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently
- RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Writing Standards:

- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic clearly.
 - Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
 - Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
 - Provide a conclusion related to the information or explanation presented.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening Standards:

- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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<p>➤ SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	
<p>New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide</p>	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
<p>New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide</p>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Knowledge and Skills
<p>Unit Learning Targets (Objectives): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ➤ Describe how available resources influence the specialization of goods and trade. ➤ Explain how the government collects and uses funds to provide public goods and services. ➤ Analyze the impact of economic decisions and how they involve trade-offs and costs. ➤ Explore how the culture of the Lenni Lenape has shaped different areas of New Jersey. ➤ Compare belief systems, values, and family roles within the Lenni Lenape tribe. ➤ Examine differences and similarities between Native American governance and other cultural systems.

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Unit Enduring Understandings:

Students will know...

- Economic choices affect individuals, communities, and the use of resources.
- Public services are funded through government financial tools such as taxes.
- The Lenni Lenape played a key role in shaping New Jersey's cultural landscape.
- Traditions, family roles, and belief systems vary among Native American groups and influence their way of life.

Unit Essential Questions:

- How do people decide how to use limited resources to meet their needs and wants?
- In what ways does the government collect money to provide services to the community?
- What makes someone an entrepreneur, and how do they impact the economy?
- What roles exist in an economic system, and how are they connected to resources?
- How has the Lenni Lenape culture influenced New Jersey's regions and communities?
- How are Lenni Lenape governance and spiritual beliefs similar to or different from other cultures?
- What responsibilities did members of Lenni Lenape families have, and how were their roles structured?

Instructional Plan

Lenni Lenape Studies:

- Through the use of articles, digital material, and videos, discuss the culture, gender roles, and values. Compare and contrast Lenni Lenape family structure with current times. Discuss how the influence of the tribe is manifested throughout different regions of New Jersey.
- Hands-on exploration learning opportunities are used to collaborate with peers and to explore content.

Economics:

- Through the course of Junior Achievement Day, students use hands-on activities to explore economics, innovation and technology, and its impact on our nation and other societies. This includes decision making, supply and demand, goods and services, and resources

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes

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- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Studies Weekly Assessments
- Teacher made assessments
- Projects

Benchmark Assessments

- Teacher-created Assessment

Alternative Assessments

- Google Slide Show presentation
- Learning Centers

Performance Tasks:

- Hands-on Exploration Projects

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
 - Use visuals, diagrams, timelines, and maps.
 - Provide graphic organizers and guided notes.
 - Pre-teach and review key vocabulary and concepts.
 - Provide word banks and study guides.
 - Use leveled texts and simplified resources when needed.
 - Offer small-group or one-on-one instruction.
 - Assign supportive “learning buddies” or peer tutors.
 - Provide preferential seating.
 - Read aloud directions and texts as needed.
 - Allow extra time for projects and assessments.
 - Accept oral, dictated, or illustrated responses.
 - Reduce or modify the number of questions on assignments/tests.
 - Provide large-print, Braille, or digital texts with audio supports.
 - Use scribes or communication devices when required.
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Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for assignments and tests.
 - Offer small-group or quiet settings.
 - Provide preferential seating.
 - Accept oral or dictated responses.
 - Provide large-print, Braille, or digital texts with assistive technology.
 - Allow use of scribes or communication devices when needed.
-

Students at Risk of School Failure

- Provide extended time and reduce workload when appropriate.
 - Break down assignments or projects into smaller steps.
 - Provide a copy of teacher notes, outlines, or graphic organizers.
 - Pre-teach key vocabulary with visuals and examples.
 - Assign peer support or tutoring.
 - Provide preferential seating.
 - Offer frequent teacher check-ins and feedback.
 - Use real-world examples and connections to increase engagement.
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Gifted and Talented

- Ask higher-order, open-ended questions (analyze, evaluate, create).
 - Provide opportunities for independent research or inquiry projects.
 - Offer enrichment texts, primary sources, and historical documents.
 - Encourage simulations, debates, and role-plays.
 - Allow choice in projects, products, or presentations.
 - Use flexible grouping for inquiry and problem-solving activities.
 - Provide cross-curricular enrichment (e.g., social studies + ELA writing, social studies + STEM).
 - Encourage reflection, debriefing, and peer teaching.
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Multilingual Learners

- Collaborate with ESL/MLL specialists.

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- Provide small-group and partner work with language supports.
- Pre-teach vocabulary with visuals, cognates, and realia (maps, artifacts, pictures).
- Use bilingual glossaries, labeled diagrams, and picture dictionaries.
- Provide sentence frames for discussions and written responses.
- Scaffold writing tasks with outlines, graphic organizers, and templates.
- Allow oral responses or presentations in place of written work.
- Provide extended time and recorded readings of text.

Diversity and Inclusion

- Integrate diverse cultural perspectives and contributions in lessons.
- Provide alternative assignment formats (oral, visual, creative).
- Use visuals, outlines, and clear academic language.
- Avoid slang and idiomatic expressions; use precise vocabulary.
- Collaborate with cultural liaisons, language professionals, and support staff.
- Establish inclusive classroom norms and respectful discussion routines.
- Provide sufficient wait time before calling on students.
- Build strong family connections and involve families in cultural projects.

Supplemental Resources

Instructional Materials

- Compare/Contrast Life of Lenape
- Pebble Go/Pebble Go Next
 - Delaware (Lenape)
 - Sacagawea
 - Indigenous People

Supplemental Materials

- Junior Achievement Resources
- Studies Weekly

Interventions:

- Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.

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- Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.

Teacher Notes

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Unit 2 Overview**

Content Area: Social Studies

Unit Title: NJ Historical Figures and Inventions/Amistad Mandate/Holocaust

Duration: 30 Days

Target Course/Grade Level: Third Grade

Introduction/Unit Focus:

In this unit, students will explore how creativity and innovation have influenced the way people live, work, and connect with the world around them. Advances in technology and inventive thinking have transformed lifestyles by improving communication, increasing access to information, and driving the development of new products and services that we use every day. Students will investigate how these innovations shape not only individual experiences but also communities and society as a whole.

This unit also highlights the important contributions of prominent individuals from New Jersey whose ideas and actions have made a significant impact at both the state and national levels. Through the study of historical and contemporary figures, students will gain a deeper appreciation of how leadership, innovation, and civic engagement can create lasting change. By examining the achievements of these individuals, students will begin to understand how one person's creativity and determination can help shape the future of a community and inspire others across the nation.

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As they explore these themes, students will be encouraged to think critically about the ways innovation continues to influence their daily lives and to recognize the role they can play in building a better, more connected world.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

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Disciplinary Concepts

Civics, Government, and Human Rights: Human and Civil Rights

Civics, Government, and Human Rights: Civic Mindedness

Economics, Innovation, and Technology: Economic Ways of Thinking

Economics, Innovation, and Technology: National Economy

Economics, Innovation, and Technology: Global Economy

Economics, Innovation, and Technology: Continuity and Change

History, Culture, and Perspectives: Understanding Perspectives

Social Studies Practices

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from

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	<p>various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies</p>
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	provides a key step in the process of thinking critically about conclusions and continued inquiry.
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Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights	<ul style="list-style-type: none"> ➤ 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). ➤ 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
Individuals have the right to be safe and not to be bullied or discriminated against.	

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	<ul style="list-style-type: none"> ➤ 6.15.CivicsHR.4 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Certain dispositions help individuals contribute to the health of American democracy.	<ul style="list-style-type: none"> ➤ 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good. ➤ 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others. ➤ 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
Economic decision making involves setting goals and identifying the resources available to achieve those goals	<ul style="list-style-type: none"> ➤ 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
A nation’s economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	<ul style="list-style-type: none"> ➤ 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities. ➤ 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. ➤ 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	<ul style="list-style-type: none"> ➤ 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
Chronological sequencing helps us track events over time.	<ul style="list-style-type: none"> ➤ 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

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<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<ul style="list-style-type: none"> ➤ 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time. ➤ 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
<p>Events may be viewed differently based on one’s perspective.</p>	<ul style="list-style-type: none"> ➤ 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

Reading Standards for Informational Text:

- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently
- RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Writing Standards:

- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic clearly.
 - Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
 - Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
 - Provide a conclusion related to the information or explanation presented.

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- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening Standards:

- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
 - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills Articulation Guide](#)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

New Jersey Student Learning Standards: [Computer Science and Design Thinking Articulation Guide](#)

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Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals.	8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology

Knowledge and Skills
<p>Unit Learning Targets (Objectives): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ➤ Explain how innovations introduced by New Jersey inventors contributed to state and national progress. ➤ Identify major leaders in New Jersey’s founding and their role in the formation of the United States. ➤ Describe the role of immigration in shaping New Jersey’s communities and economy. ➤ Discuss the influence of transportation and communication advancements on the state’s growth. ➤ Recognize individuals from New Jersey who contributed to progress through innovation and leadership. ➤ Identify important historical figures who worked to end slavery and promote equality during the Civil Rights movement.
<p>Unit Enduring Understandings: <i>Students will know...</i></p> <ul style="list-style-type: none"> ➤ The growth of New Jersey was influenced by waves of immigration and technological progress. ➤ Transportation and communication developments helped expand industries and improve quality of life.

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- African American leaders played a critical role in the fight for freedom and civil rights in New Jersey and the U.S.
- Many inventors and reformers from New Jersey introduced ideas and tools that transformed everyday life.
- Leadership and innovation were key factors in New Jersey's historical and economic development.

Unit Essential Questions:

- How did new forms of transportation and communication change life in New Jersey?
- What motivated people from other countries to settle in New Jersey and the United States?
- In what ways did inventions from New Jerseyans help shape the modern world?
- Who were some of the most influential figures during the fight against slavery and during the Civil Rights era?
- How did key leaders contribute to the founding and growth of New Jersey?

Instructional Plan

- New Jersey Historical Figures & Inventors
 - Using articles, videos, and digital resources, study the resources and transportation systems of New Jersey, and discuss how they both made an impact on the economics of New Jersey and the United States.
 - Analyze key historical events to explain how they led to the creation of New Jersey. Create a timeline to show the progression of our state.
 - Using articles, books, and digital resources, research ways that George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston impacted our state and national governments.
 - Using articles, books, and digital resources, discuss inventions introduced to the world by New Jersey inventors. Discuss its impact on the nation.
 - Hands-on exploration learning opportunities are used to collaborate with peers and to explore content.
- Black History
 - Discuss life as a slave and review timeline into the Civil Rights movement. With the use of trade books, articles, videos, and digital resources, study leaders, including Martin Luther King, Jr., to understand how they were catalysts for social change.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning

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- Running Records
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Studies Weekly Assessments
- Teacher made assessments
- Projects

Benchmark Assessments

- Teacher-created Assessment

Alternative Assessments

- Google Slide Show presentation
- Learning Centers

Performance Tasks:

- Hands-on Exploration Projects

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, diagrams, timelines, and maps.
- Provide graphic organizers and guided notes.
- Pre-teach and review key vocabulary and concepts.
- Provide word banks and study guides.
- Use leveled texts and simplified resources when needed.
- Offer small-group or one-on-one instruction.
- Assign supportive “learning buddies” or peer tutors.
- Provide preferential seating.
- Read aloud directions and texts as needed.
- Allow extra time for projects and assessments.
- Accept oral, dictated, or illustrated responses.
- Reduce or modify the number of questions on assignments/tests.
- Provide large-print, Braille, or digital texts with audio supports.

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- Use scribes or communication devices when required.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for assignments and tests.
- Offer small-group or quiet settings.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide large-print, Braille, or digital texts with assistive technology.
- Allow use of scribes or communication devices when needed.

Students at Risk of School Failure

- Provide extended time and reduce workload when appropriate.
- Break down assignments or projects into smaller steps.
- Provide a copy of teacher notes, outlines, or graphic organizers.
- Pre-teach key vocabulary with visuals and examples.
- Assign peer support or tutoring.
- Provide preferential seating.
- Offer frequent teacher check-ins and feedback.
- Use real-world examples and connections to increase engagement.

Gifted and Talented

- Ask higher-order, open-ended questions (analyze, evaluate, create).
- Provide opportunities for independent research or inquiry projects.
- Offer enrichment texts, primary sources, and historical documents.
- Encourage simulations, debates, and role-plays.
- Allow choice in projects, products, or presentations.
- Use flexible grouping for inquiry and problem-solving activities.
- Provide cross-curricular enrichment (e.g., social studies + ELA writing, social studies + STEM).
- Encourage reflection, debriefing, and peer teaching.

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Multilingual Learners

- Collaborate with ESL/MLL specialists.
- Provide small-group and partner work with language supports.
- Pre-teach vocabulary with visuals, cognates, and realia (maps, artifacts, pictures).
- Use bilingual glossaries, labeled diagrams, and picture dictionaries.
- Provide sentence frames for discussions and written responses.
- Scaffold writing tasks with outlines, graphic organizers, and templates.
- Allow oral responses or presentations in place of written work.
- Provide extended time and recorded readings of text.

Diversity and Inclusion

- Integrate diverse cultural perspectives and contributions in lessons.
- Provide alternative assignment formats (oral, visual, creative).
- Use visuals, outlines, and clear academic language.
- Avoid slang and idiomatic expressions; use precise vocabulary.
- Collaborate with cultural liaisons, language professionals, and support staff.
- Establish inclusive classroom norms and respectful discussion routines.
- Provide sufficient wait time before calling on students.
- Build strong family connections and involve families in cultural projects.

Supplemental Resources

Instructional Materials

- Studies Weekly
- Pebble Go/Pebble Go Next
 - Ben Franklin/Thomas Edison
 - Civil Rights Movements in the U.S.

Supplemental Materials

- Cross Curricular lessons involving the evolution of transportation from Magnetic Reading
- Brainpop Jr. - Bullying
- Guidance Counselor Lesson- Bullying vs. Conflict
- Flocabulary- Bullying Lesson and Songs
- Asian American Movement
- Read Aloud: *Wonder*
- Mentor Text:

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- *The Bad Seed*
- *The Invisible Boy*
- *How to be Cool in Third Grade*
- *Thank You Mr. Faulker*
- BrainPopJr- Martin Luther King Jr. Harriet Tubman, Rosa Parks
- Pebble Go/Pebble Go Next- Martin Luther King, George Washington Carver
- Flocabulary- Martin Luther King
- ReadWorks- Harriet Tubman
- Epic- *Rosa Parks* (National Geographic)
- Mentor Text:
Roberto Clemente Pride of the Pittsburgh Pirates
The Story of Ruby Bridges
- Trade Books

Interventions

- Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL
Unit 3 Overview

Content Area: Social Studies

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Unit Title: American Civics & Asian American & Pacific Islander	Duration: 30 Days
Target Course/Grade Level: Third Grade	
Introduction/Unit Focus:	
<p>This unit introduces students to the important roles they play as members of their communities and the larger society. Students will explore how local, state, and federal governments function and learn about the responsibilities of citizens, including ways they can actively participate to improve their communities. Through understanding the importance of tolerance and conflict resolution, students will discover how people work together to solve problems and create positive change. They will also investigate how historical symbols, monuments, and holidays contribute to the evolving American identity. Additionally, students will examine how human activities impact the environment in New Jersey and across the United States, recognizing both positive and negative effects. By the end of this unit, students will develop a deeper understanding of civic responsibility, government structure, and the ways individuals and groups can make a difference in their communities and beyond.</p>	
Disciplinary Concepts for the Unit	
<p>Standard 9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p>	
<p>Standard 9.2 Career Awareness, Exploration, Preparation and Training This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p>	
<p>Standard 9.4 Life Literacies and Key Skills This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>	
<p>Standard 8.1 Computer Science Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.</p>	
<p>Standard 8.2 Design Thinking</p>	

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Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts

Civics, Government, and Human Rights: Civics and Political Institutions

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Civics, Government, and Human Rights: Participation and Deliberation	
Civics, Government, and Human Rights: Democratic Principles	
Civics, Government, and Human Rights: Processes and Rules	
Civics, Government, and Human Rights: Civic Mindedness	
Geography, People, and the Environment: Human Environment Interaction	
Economics, Innovation, and Technology: Continuity and Change	
Historical Sourcing and Evidence	
Civics, Government, and Human Rights: Participation and Deliberation	
Social Studies Practices	
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and

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	events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation

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<p>In a representative democracy, individuals play a role in how the government functions.</p>	<ul style="list-style-type: none"> ➤ 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. ➤ 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g. voters, jurors, taxpayers).
<p>In a representative democracy, individuals elect representatives to act on the behalf of the people.</p>	<ul style="list-style-type: none"> ➤ 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
<p>Levels of government (i.e., local, state, and federal) have different powers and responsibilities.</p>	<ul style="list-style-type: none"> ➤ 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States. ➤ 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.
<p>Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</p>	<ul style="list-style-type: none"> ➤ 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
<p>A major role of citizens in a representative democracy is to make responsible decisions about who should govern.</p>	<ul style="list-style-type: none"> ➤ 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
<p>Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</p>	<ul style="list-style-type: none"> ➤ 6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
<p>There are different processes for establishing rules and laws.</p>	<ul style="list-style-type: none"> ➤ 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.

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<p>Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.</p>	<ul style="list-style-type: none"> ➤ 6.1.5.CivicsPR.3: Evaluate school and community rules, laws, and/or policies and determine if they meet their intended purpose. ➤ 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.
<p>Certain dispositions help individuals contribute to the health of American democracy.</p>	<ul style="list-style-type: none"> ➤ 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. ➤ 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
<p>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</p>	<ul style="list-style-type: none"> ➤ 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. ➤ 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g. energy, transportation, communications.) ➤ 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
<p>Chronological sequencing helps us track events over time.</p>	<ul style="list-style-type: none"> ➤ 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
<p>Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.</p>	<ul style="list-style-type: none"> ➤ 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
<p>Effective conflict resolution is possible when evidence, diverse perspectives, and</p>	<ul style="list-style-type: none"> ➤ 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups,

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intended/unintended consequences are considered.	including community members and local officials.
Certain dispositions help individuals contribute to the health of American democracy.	<ul style="list-style-type: none"> ➤ 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others. ➤ 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights	<ul style="list-style-type: none"> ➤ 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

Reading Standards for Informational Text:

- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
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- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently
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- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic clearly.
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 - Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

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- Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
- Provide a conclusion related to the information or explanation presented.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

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- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills Articulation Guide](#)

Core Ideas

Performance Expectations (Identified with Standard Number and statement)

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

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<u>Articulation Guide</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals.	8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology

New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	6.1.5.EconNM.2: Use data to describe how the resources and regions in New Jersey and other regions of the United States have impacted economic opportunities.

Knowledge and Skills
<p>Unit Learning Targets (Objectives): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ➤ Describe how human activities have changed the environment in New Jersey and across the United States. ➤ Identify their roles and responsibilities as citizens within their community. ➤ Explain how the local, state, and federal governments operate and what qualifications leaders must have. ➤ Actively engage in community and civic activities to help improve their surroundings. ➤ Define tolerance and explain its importance in resolving conflicts and fulfilling civic duties.

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- Illustrate how symbols, holidays, and monuments shape the American identity and reflect its changes over time.
- Demonstrate ways citizens work together to solve conflicts and create positive change in their communities.
- Describe services offered by the government at different levels—local, state, and federal.

Unit Enduring Understandings:

Students will know...

- The ways individuals and groups can influence change at local, state, and national levels.
- How governments at various levels are structured, how they function, and their origins.
- That human actions can have both positive and negative effects on the environment in New Jersey and the United States.
- The importance of being responsible and active members of their communities.

Unit Essential Questions:

- How do individuals or organizations bring about change in their communities, states, or the nation?
- What roles do tolerance and understanding of different beliefs and cultures play in making good civic decisions?
- How are local, state, and federal governments organized, and what are their main functions?

Instructional Plan

American Civics:

- Using articles, picture books, and/or digital resources, introduce the three levels of government: local, state, and federal. Discuss services provided to the people by the government, and the role citizens and politicians play in society. Introduce qualifications needed to run for public office.
- Explain to students why it is important that people from diverse cultures collaborate to find solutions to challenges within the community, state, country, and globally.
- Discuss the American Identity, and the symbols we have that contribute to that identity, Include monuments, historical symbols, and holidays.
- Problem solve with students to propose a solution to an issue within the community. Include perspectives of different groups and local officials.

Earth Day Social Studies Integration:

- Using articles, aerial photographs or satellite photographs, picture books, and/or digital resources, discuss how human activity has impacted the physical environment in New Jersey and the United States.

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Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Studies Weekly Assessments
- Teacher made assessments
- Projects

Benchmark Assessments

- Teacher-created Assessment

Alternative Assessments

- Google Slide Show presentation
- Learning Centers

Performance Tasks:

- Hands-on Exploration Projects

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, diagrams, timelines, and maps.
- Provide graphic organizers and guided notes.
- Pre-teach and review key vocabulary and concepts.
- Provide word banks and study guides.
- Use leveled texts and simplified resources when needed.
- Offer small-group or one-on-one instruction.
- Assign supportive “learning buddies” or peer tutors.

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- Provide preferential seating.
- Read aloud directions and texts as needed.
- Allow extra time for projects and assessments.
- Accept oral, dictated, or illustrated responses.
- Reduce or modify the number of questions on assignments/tests.
- Provide large-print, Braille, or digital texts with audio supports.
- Use scribes or communication devices when required.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for assignments and tests.
- Offer small-group or quiet settings.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide large-print, Braille, or digital texts with assistive technology.
- Allow use of scribes or communication devices when needed.

Students at Risk of School Failure

- Provide extended time and reduce workload when appropriate.
- Break down assignments or projects into smaller steps.
- Provide a copy of teacher notes, outlines, or graphic organizers.
- Pre-teach key vocabulary with visuals and examples.
- Assign peer support or tutoring.
- Provide preferential seating.
- Offer frequent teacher check-ins and feedback.
- Use real-world examples and connections to increase engagement.

Gifted and Talented

- Ask higher-order, open-ended questions (analyze, evaluate, create).
- Provide opportunities for independent research or inquiry projects.
- Offer enrichment texts, primary sources, and historical documents.
- Encourage simulations, debates, and role-plays.
- Allow choice in projects, products, or presentations.
- Use flexible grouping for inquiry and problem-solving activities.

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- Provide cross-curricular enrichment (e.g., social studies + ELA writing, social studies + STEM).
- Encourage reflection, debriefing, and peer teaching.

Multilingual Learners

- Collaborate with ESL/MLL specialists.
- Provide small-group and partner work with language supports.
- Pre-teach vocabulary with visuals, cognates, and realia (maps, artifacts, pictures).
- Use bilingual glossaries, labeled diagrams, and picture dictionaries.
- Provide sentence frames for discussions and written responses.
- Scaffold writing tasks with outlines, graphic organizers, and templates.
- Allow oral responses or presentations in place of written work.
- Provide extended time and recorded readings of text.

Diversity and Inclusion

- Integrate diverse cultural perspectives and contributions in lessons.
- Provide alternative assignment formats (oral, visual, creative).
- Use visuals, outlines, and clear academic language.
- Avoid slang and idiomatic expressions; use precise vocabulary.
- Collaborate with cultural liaisons, language professionals, and support staff.
- Establish inclusive classroom norms and respectful discussion routines.
- Provide sufficient wait time before calling on students.
- Build strong family connections and involve families in cultural projects.

Supplemental Resources

Instructional Materials

- Studies Weekly

Supplemental Materials

- Cross Curricular Lessons focusing on leadership and helping the community in Magnetic Reading
- BrainPopJr/ BrainPop
 - Local/State Governments
 - Branches of Government
 - Climate Change

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- Community Helpers
- Pebble Go/Pebble Go Next
 - Levels of Government (Local, State, and Federal)
 - Branches of Government
 - Global Climate Strike
 - Asian American Movement
- Biographies- Dwayne Johnson, Maya Lin, Ellison Onizuka, Larry Itliong, Tiger Woods
- Flocabulary- Asian American Pacific Islander Heritage Month
- Brain Pop/Brain Pop Jr.- Asian American Pacific Islander Heritage Month

Interventions:

- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
- Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.

Teacher Notes