



Totowa Public Schools

Social Studies

Grade 3

Aligned to NJSL Standards

BOE Adopted: 8/31/2022

Revised 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Unit 1: Civics, Government, and Human Rights	9 Weeks	Lessons in this unit satisfy DEI, Climate Change, and Amistad laws
Unit 2: Geography, People and the Environment	9 Weeks	Lessons in this unit satisfy DEI
Unit 3: Economics, Innovation and Technology	9 Weeks	Lessons in this unit satisfy Climate Change law
Unit 4: History, Culture, and Perspectives	9 Weeks	Lessons in this unit satisfy DEI, Holocaust, Amistad, AAPI
		Curricular Mandate List

Title	Civics, Government, and Human Rights
Unit Duration	9 Weeks
Unit Summary & Rationale	<i>In a representative democracy, individuals play a role in how the government functions. In that capacity, they are able to create laws and enact change. It is through participation in government and in the decision-making process that individuals can create change.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How does the local level of the United States government function? • How do we elect representatives? • Why do we elect representatives? • What are taxes? • How does the government use tax money to help the school and community? • How are laws created? What is the process? • Why do we create laws? • How do schools make rules? • How can students initiate change in their local school or community? • What are some rights and responsibilities as an American citizen? • Why do people need to stand up for change? • Who are some people who have stood up for change? • What are local issues or problems that need solutions? • How can I impact change in my community?
Enduring Understandings	<ul style="list-style-type: none"> • In a representative democracy, individuals play a role in how the government functions. In that capacity, they are able to create laws and enact change. It is through participation in government and in the decision-making process that individuals can create change.
Learning Outcomes	<ul style="list-style-type: none"> • Define government. • Explain the purpose of government. • Identify and explain a representative democracy. • Describe the roles and responsibilities of elected representatives at the local level. • Identify who local leaders are and how a citizen can contact them.

- Describe how local leaders can interact with citizens.
- Understand the purpose of taxes and identify services in the community that are paid for by taxes (e.g. school, roads, fire, police, etc.)
- Describe the local government of Totowa and identify the qualifications to be an elected official in town.
- Identify qualities that make good leaders.
- Explain basic democratic principles and civic virtue.
- Use evidence to explain how core civic virtues and democratic principles impact decisions made at the classroom, school and local level.
- Identify and define rules, laws and policies.
- Explain the purpose of classroom and school rules and policies.
- Investigate a school policy (e.g. dress code, attendance, etc.) and discuss how and why the policy was created.
- Investigate a local town policy and discuss how and why the policy was created.
- Investigate a law that impacts the local town and discuss how and why it was created. Identify a public problem that impacts the school, district or town and explain how policies are developed to address issues.
- Describe ways that people work together in a classroom, school or local community and how working together benefits everyone.
- Discuss different ways that individuals can participate in government, focusing on classroom, school and local participation.
- Identify, explain, and provide examples of a democracy.
- Discuss how people from diverse backgrounds may have different perspectives on rules, laws or policies.
- Explain how and why it is important for people from diverse cultures to collaborate to find solutions for the local community.
- Research and cite evidence for how the actions of Dr. Martin Luther King Jr. helped change society.
- Discuss the impact of climate change and how policy (laws) help to end climate change.
- Discuss the role and importance of immigration in the United States.

- [Why Does Climate Change Matter? | PBS LearningMedia \(Climate Change\)](#)
- [Martin Luther King Jr.'s Impact in Cleveland \(Amistad Law\)](#)
- [They're Coming to America: Immigrants Past and Present \(Diversity, Equity & Inclusion\)](#)

Assessment Evidence	
Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative and Benchmark	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments (unit tests)</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Our Communities: MacMillian Mc Graw Hill, Microsoft 365, Primary and Secondary Source Documents, crayons, colored pencils, maps, tape, scissors</p> <p>Why Does Climate Change Matter? PBS LearningMedia (Climate Change)</p> <p>Martin Luther King Jr.'s Impact in Cleveland (Amistad Law)</p> <p>They're Coming to America: Immigrants Past and Present (Diversity, Equity & Inclusion)</p> <p>Branches of Government Video</p> <p>Supreme Court of the United States Video</p> <p>Approved Class Resource List</p> <p>Social Studies Primary Source List</p>
Content & Interdisciplinary Standards	

NJ 2020 SLS: Social Studies	
Core Ideas	Performance Expectation
In a representative democracy, individuals play a role in how government functions.	<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).
In a representative democracy, individuals elect representatives to act on the behalf of the people.	<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.
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.
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	<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. •
Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).	<ul style="list-style-type: none"> • 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. • 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<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.
A major role of citizens in a representative democracy is to make	<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.

responsible decisions about who should govern.	
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<ul style="list-style-type: none"> 6.1.5.Civic.DP.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)
Certain dispositions help individuals contribute to the health of American democracy.	<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.
There are different processes for establishing rules and laws.	<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.
There are different processes for establishing rules and laws.	<ul style="list-style-type: none"> 6.1.5.CivicsPR.1 Compare procedures for making decisions in a variety of settings including classroom, school, [local] government, and/or society.
Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	<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.
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, inspired social activism in subsequent generations.
Social Studies Practices	
<p>The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p>	
<ul style="list-style-type: none"> Developing Questions and Planning Inquiry 	
<ul style="list-style-type: none"> Gathering and Evaluating Sources 	

- Seeking Diverse Perspectives

- Developing Claims and Using Evidence

- Presenting Arguments and Explanations

- Engaging in Civil Discourse and Critiquing Conclusions

- Taking Informed Action

NJ: 2016 SLS: English Language Arts

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.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.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6. Distinguish their own point of view from that of the author of a text.
- RI.3.7. 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).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.7. Conduct short research projects that build knowledge about a topic.

- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. 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).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion
- SL.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.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.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.
- understandable pace.
- SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.1.5.EG.1: Explain and give examples of what is meant by the term "tax".
- 9.1.5.EG.2: Describe how tax monies are spent

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Mathematics	<ul style="list-style-type: none"> • 3.MD.B.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
SEL	<p><u>Responsible Decision-Making</u></p> <ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one’s actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions <p><u>Relationship Skills</u></p> <ul style="list-style-type: none"> • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed <p>New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>

Title	Geography, People, and the Environment
Unit Duration	9 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn about regions and build a more extensive understanding of maps, globes and other technology related to geography.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do maps provide information about other people?

	<ul style="list-style-type: none"> • How has technology changed the geography of New Jersey? The United States? • What are the different regions of North America? • How does the region affect how people live? Culture?
Enduring Understandings	<ul style="list-style-type: none"> • Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information Using this information, we are able to see how human activity has impacted our environment and region in which we live in.
Learning Outcomes	<ul style="list-style-type: none"> • Identify the purpose of different types of maps. • Use maps to extrapolate information from them. • Use maps to show economic relationships in New Jersey. • Demonstrate how to use digital geographic tools, maps and globes to measure distance. • Determine time zones and locations using latitude and longitude. • Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). • Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). • Identify five distinct types of regions in the United States. • Compare and contrast characteristics of the regions including culture, economics, physical characteristics • Describe how landforms, climate and weather impact resources that are available to people in different regions of the United States. • Explain how the climate of the United State as changed. • Define urban, suburban and rural communities. • Discuss how the migration and settlement patterns impacted different regions of the United States. This includes Native Americans.

- Obtain and combine information to describe climates in different regions of the world.
- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- The importance of John Herrington and Eva Kor.
- Why Diwali is an important holiday within our community.
- Students will identify a geographic place of importance to them and/or their family.
- Students will share why this place has prominence in their lives.
- Students will summarize what many different places have in common to those who hold them dear.
- [Place as a Mirror of Self and Community](#) (Diversity, Equity & Inclusion)

Assessment Evidence	
Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative and Benchmark	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments.</p> <p><u>Formative, Summative, Alternative and Benchmark Assessments</u></p>
Resources to Promote Learning	
Resources & Equipment Needed	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Our Communities: MacMillian Mc Graw Hill, Microsoft 365, Primary and Secondary Source Documents, crayons, colored pencils, maps, tape, scissors</p> <p><u>Place as a Mirror of Self and Community</u> (Diversity, Equity & Inclusion)</p> <p><u>Approved Class Resource List</u></p>

[Social Studies Primary Source List](#)

Content & Interdisciplinary Standards

NJ 2020 SLS: Social Studies

Core Ideas	Performance Expectation
Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.	<ul style="list-style-type: none"> • 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. • 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<ul style="list-style-type: none"> • 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<ul style="list-style-type: none"> • 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). • 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. • 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. • 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<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.

	<ul style="list-style-type: none"> • 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>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.</p>	<ul style="list-style-type: none"> • 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
<p>Social Studies Practices</p>	
<p>The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p>	
<ul style="list-style-type: none"> • Developing Questions and Planning Inquiry 	
<ul style="list-style-type: none"> • Gathering and Evaluating Sources 	
<ul style="list-style-type: none"> • Seeking Diverse Perspectives 	
<ul style="list-style-type: none"> • Developing Claims and Using Evidence 	
<ul style="list-style-type: none"> • Presenting Arguments and Explanations 	
<ul style="list-style-type: none"> • Engaging in Civil Discourse and Critiquing Conclusions 	
<ul style="list-style-type: none"> • Taking Informed Action 	
<p>NJ: 2016 SLS: English Language Arts</p>	

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6. Distinguish their own point of view from that of the author of a text.
- RI.3.7. 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).
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- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. 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).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion
- SL.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.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail..
- SL.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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- SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax”.
- 9.1.5.EG.2: Describe how tax monies are spent

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Science	<ul style="list-style-type: none"> • 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. • 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.
Mathematics	<ul style="list-style-type: none"> • 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar

	graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
SEL	<p><u>Social Awareness</u></p> <ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings •

Title	Economics, Innovations, and Technology
Unit Duration	9 Weeks
Unit Summary & Rationale	<i>In this unit, students will continue to learn basic economic principles including choice, spending/savings, and cost-benefit analysis.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What is an economy and why is it important? • What are the benefits and costs? • What resources contribute to production and trade? • Why do we barter? • What is a budget? Why do we create a budget? • How can we save and spend money wisely?
Enduring Understandings	<ul style="list-style-type: none"> • Economic decision making involves setting goals and identifying the resources available to achieve those goals. Those actions help us achieve our goals.
Learning Outcomes	<ul style="list-style-type: none"> • Identify the roles of producers and consumers in an economy. • Explain the differences between goods and services. • Identify goods and services produced locally and those that are produced in other places.

- Explain the concept of trade.
- Understand supply versus demand.
- Understand what cost-benefit is.
- Distinguish between things you need and things you want and relate that to a basic cost/benefit analysis.
- What is the difference between working and volunteering.
- Make a list of jobs and some skills that are required for those jobs.
- Define savings, investing, debt, spending.
- Identify the cost and benefits of saving money versus spending money.
- Explain how emotions impact whether someone spends or saves money.
- Identify factors that influence people to spend or save.
- Describe choices consumers have with money including saving, spending, donating and investing.
- Discuss the economic impact of a drought.
- [Climate Change Impacts and Solutions: Drought | PBS LearningMedia \(Climate Change\)](#)
- Career Exploration – Students will explore careers in technology (entrepreneur, research, engineer, etc.)

Assessment Evidence	
Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative and Benchmark	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments.</p> <p><u>Formative, Summative, Alternative and Benchmark Assessments</u></p>
Resources to Promote Learning	

Resources & Equipment Needed	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Our Communities: MacMillian Mc Graw Hill, Microsoft 365, Primary and Secondary Source Documents <u>Climate Change Impacts and Solutions: Drought PBS LearningMedia (Climate Change)</u> <u>Branches of Government Video</u> <u>Approved Class Resource List</u> <u>Social Studies Primary Source List</u>
Content & Interdisciplinary Standards	
NJ 2020 SLS: Social Studies	
Core Ideas	Performance Expectation
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.
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.

- 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

Social Studies Practices

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- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Seeking Diverse Perspectives
- Developing Claims and Using Evidence
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions
- Taking Informed Action

NJ: 2016 SLS: English Language Arts

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.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.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

- RI.3.6. Distinguish their own point of view from that of the author of a text.
- RI.3.7. 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).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. 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).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion
- SL.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.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail..
- SL.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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- SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax”.
- 9.1.5.EG.2: Describe how tax monies are spent.
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
- 9.1.5.FP.2: Identify the elements of being a good steward of money.
- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Mathematics	<ul style="list-style-type: none"> • MP.2. Reason abstractly and quantitatively.
SEL	<p><u>Responsible Decision-Making</u></p> <ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one’s actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions

Title	History, Culture, and Perspective
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Unit Duration	9 Weeks
Unit Summary & Rationale	<i>In this unit, students will study the beginnings of the New World, including the Native Americans, immigration and historical perspectives.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What are some different Native American groups? • How does studying the culture of Native Americans help us understand American History? • How did Native Americans live before and after European settlers arrived? • What motivates people to migrate to the United States (or other places)? • Identify and explain the Mayflower Compact.
Enduring Understandings	<ul style="list-style-type: none"> • Understanding the past helps us to better understand our present.
Learning Outcomes	<ul style="list-style-type: none"> • Identify Native American groups within NJ and the United States. • Compare and contrast gender roles, lifestyles, religion, and political systems among Native American tribes. • Why do we study history? What role does a historian have in helping us to understand history? • Discuss how a person's background, education, location, age and other factors can impact their perspective on a historical event and discuss how different people can interpret events differently. • Describe why it is important to understand the perspectives of other cultures in an interconnected world. • Discuss that various groups arrived in America both on a voluntary and involuntary basis (slaves) • Discuss challenges for both groups when they arrived in America. • Explain important ideas included in the Mayflower Compact and how the document helped form our present-day government. • Define what is meant by the American identity. • Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

- [StoryCorps: Father, Daughter and the Holocaust \(Holocaust Law\)](#)
- [The Gullah People Are Trying to Preserve Their Culture \(Amistad Law\)](#)
- [World Cultures Collection | PBS LearningMedia \(Diversity, Equity and Inclusion\)](#)
- [The Comanche Tribe \(Diversity, Equity & Inclusion\)](#)
- [John Herrington: The First Native American Astronaut \(AAPI Law\)](#)
- [Lilu's Bright Diwali by Anita Nahta Amin \(Diversity, Equity and Inclusion\)](#)
- [Eva Kor | Documentary and Educator's Guide \(Holocaust Law\)](#)
- [Senfo Mud Painting | PBS LearningMedia \(Amistad Law\)](#)
- [Kyle Maynard: Living the "No Excuses" Lifestyle \(DEI PPw/D\)](#)

Assessment Evidence	
Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative and Benchmark	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments.</p> <p><u>Formative, Summative, Alternative and Benchmark Assessments</u></p> <p><u>Social Studies Primary Source List</u></p>
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Content & Interdisciplinary Standards	
NJ 2020 SLS: Social Studies	
Core Ideas	Performance Expectation
There are a variety of sources that help us understand the past.	<ul style="list-style-type: none"> 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	<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.
Interactions of people and events throughout history have shaped the world we experience today.	<ul style="list-style-type: none"> 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence.
Events may be viewed differently based on one's perspective.	<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.
Historical records are shaped by the society that the creator lived in.	<ul style="list-style-type: none"> 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
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2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax”.

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
SEL	<p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges <p><u>Social Awareness</u></p> <ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students’ Individual Needs

<p style="text-align: center;">Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p style="text-align: center;">Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p style="text-align: center;">Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p style="text-align: center;">Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level

- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations

- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.