

# Branchburg Township Public Schools

Office of Curriculum and Instruction

## Grade 3 Social Studies Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Social Studies

## Curriculum Scope and Sequence

<b>Content Area</b>	Social Studies	<b>Course Title/Grade Level:</b>	Third Grade
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	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<b>Topic/Unit #1</b>	Launching a Social Studies Community	September - October about 3 weeks
<b>Topic/Unit #2</b>	Geography	October - December about 8 weeks
<b>Topic/Unit #3</b>	Introduction to Government	January - February about 7 weeks
<b>Topic/Unit #4</b>	Economy	March - April about 8 weeks
<b>Topic/Unit #5</b>	Immigration	May - June 5 weeks

<b>Topic/Unit 1 Title</b>	<b>Unit 1</b>  <b>Launching a Social Studies Community</b>	<b>Approximate Pacing</b>	<b>September - October</b> <b>2-3 weeks</b>
<b>STANDARDS</b>			
<b>NJSLS Social Studies</b>			
<p><b>Civics, Government, and Human Rights: Processes and Rules</b>  6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.  6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p> <p><b>Civics, Government, and Human Rights: Human and Civil Rights</b>  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.</p> <p><b>Civics, Government, and Human Rights: Civic Mindedness</b>  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 who have different perspectives.</p> <p><b>History, Culture, and Perspectives: Understanding Perspectives</b>  6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>Civics, Government, and Human Rights: Participation and Deliberation</b>  6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.  6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue  6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.</p> <p><b>Geography, People, and the Environment: Human Environment Interaction</b>  6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.</p> <p><b>Geography, People, and the Environment: Global Interconnections</b></p>			

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

**Interdisciplinary Connections:**

**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.

*(Example: Students will read books and articles about maps and answer text related questions).*

**W3.8** Gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

*(Example: Students will gather information from print and digital sources on different types of maps. They will compare and contrast the information they find).*

**3.MD.C.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and nonstandard units).

*(Example: Students will measure the area of different places on a map.)*

**3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

*(Example: Students will be able to use a map scale to measure the distance between two locations.)*

**Amistad Law: N.J.S.A. 18A 52: 16A-88**

*(Example: Students will learn about the history and contributions of African Americans to our country, specifically how Civil Rights leaders pushed for equal human rights.)*

**Career Readiness, Life Literacies, and Key Skills:**

**9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

*(Example: Students will reflect on their strengths and interests and how they can be a productive member of the classroom community and/or research various ways to help slow down climate change and think of how they could give back).*

**Computer Science and Design Thinking:**

**8.2.5.ITH.2:** Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.

**8.2.5.ITH.3:** Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

*(Example: Students will use online resources to gather information about ways others have tried to stop climate change and the results of such tool).*

**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

- How can I celebrate my identity and the identity of others?
- How do citizens and classroom norms interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom and equality?
- How has human activities affected environmental characteristics of places and what can we do to help the environment?
- How can the study of multiple perspectives provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

**STUDENT LEARNING OBJECTIVES**

**Key Knowledge**

***Students will know:***

- they are an important member of society
- they can work together to set classroom expectations in order for all to feel welcome and safe.
- all humans have rights.
- individuals have the right to feel welcomed and safe.
- human activities affect environmental characteristics.
- they can learn more about any topic by reading from multiple perspectives.

**Process/Skills/Procedures/Application of Key Knowledge**

***Students will be able to:***

- share what makes them unique and important
- identify specific characteristics and behaviors that are expected within a community
- understand that all humans have rights
- understand that all humans have the right to feel safe
- explain how humans have affected the environment
- share possible solutions to help the environment
- read and research various perspectives on a variety of topics.

**ASSESSMENT OF LEARNING**

**Summative Assessment**  
(Assessment at the end of the learning period)

- End of Unit Test
- Students will compare and contrast the information on a map based on its features (i.e. map scale, lines of latitude and longitude, legend, compass rose, etc.).
- Students will study information from different types of maps (i.e. political, physical, regional, etc.), compare and contrast the information found, and explain the use of each map.
- Students will create physical maps of NJ, Somerset County, or Branchburg

**Formative Assessments**  
(Ongoing assessments during the learning period to inform instruction)

- “At First I Thought... Now I Think” journal entries
- Learning Response Log
- Strategic Questioning
- Think-Pair-Share
- Exit/Admit Tickets
- Quiz Quiz Trade

<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> <li>● Google Slide Presentation on the different types of maps</li> <li>● Teacher created project</li> <li>● Draw different types of maps of the same location</li> <li>● Compare and contrast different information found on different types of maps</li> </ul>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>“Welcome to America!” Third Grade SS Benchmark Assessment will be given 2 X per year (September and May)</b></p> <ul style="list-style-type: none"> <li>● Students will be asked to use everything they know about the United States to persuade people to visit the United States. They can design an advertisement, poster, brochure, or another creative way to showcase their knowledge. They should include: <ul style="list-style-type: none"> <li>○ a <a href="#">map of the United States</a>. They can add landmarks, bodies of water, and/or color code regions.</li> <li>○ American culture: customs and traditions that make America unique (such as food, holidays, clothing, music).</li> </ul> </li> </ul>

**RESOURCES**

**Core instructional materials:**

- [Unit 1 Teaching Points](#)
- **Read Alouds (district purchased)**
  - *Alma and How She Got Her Name* by Juana Martinez-Neal
  - *Chrysanthemum* by Kevin Henkes
  - *The Name Jar* by Yangsook Choi
  - *I'm New Here* by Anne Sibley O'Brien (3rd Grade Interactive Read Aloud bin)
  - *Celebrating Different Beliefs* by Steffi Cavell-Clarke
  - *You Have Rights!* by Elizabeth Anderson Lopez
  - *Civil Rights Movement* by Veronica B. Wilkins
  - *Kids Who Are Saving the Planet* by Laurie Calkhoven
  - *Climate Change* by Harriet Brundle

**Supplemental materials:**

- *Be the Change* by Sara Ahmed
- *The Civically Engaged Classroom: Reading, Writing, and Speaking for Change* by Mary Ehrenworth, Pablo Wolfe, and Marc Todd
- *Nurturing Informed Thinking: Reading, Talking, and Writing Across Content-Area Sources* by Sunday Cummins

**Modifications for Learners**

See [appendix](#)

Topic/Unit 2 Title	Unit 2  Introduction to Geography	Approximate Pacing	October - December about 8 weeks
<b>STANDARDS</b>			
<b>NJSLS Social Studies</b>			
<p><b>6.1.4.B.1</b> Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p><b>6.1.4.B.2</b> Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p><b>6.1.4.B.3</b> Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</p> <p><b>6.1.4.B.10</b> Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p> <p><b>6.1.5.GeoGI.1:</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.GeoGI.4:</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p><b>6.1.5.GeoSV.1:</b> 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).</p> <p><b>6.1.5.GeoSV.2:</b> Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p><b>6.1.5.GeoSV.3:</b> Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p> <p><b>6.1.5.GeoSV.4:</b> 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).</p> <p><b>6.1.5.GeoSV.5:</b> Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions</p> <p><b>6.1.5.GeoHE.2:</b> Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <p><b>6.1.5.GeoGI.1:</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.3.5.GeoHE.1:</b> Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.</p>			



<p><b>6.3.5.GeoGI.1:</b> Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.</p>	
<p><b>Interdisciplinary Connections:</b></p>	
<p><b>RI.3.1.</b> 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. <i>(Example: Students will read books and articles about maps and answer text related questions).</i></p>	
<p><b>W3.8</b> Gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <i>(Example: Students will gather information from print and digital sources on different types of maps. They will compare and contrast the information they find).</i></p>	
<p><b>3.MD.C.6</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and nonstandard units). <i>(Example: Students will measure the area of different places on a map.)</i></p>	
<p><b>3.MD.B.4</b> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. <i>(Example: Students will be able to use a map scale to measure the distance between two locations.)</i></p>	
<p><b>Career Readiness, Life Literacies, and Key Skills:</b></p>	<p><b>Computer Science and Design Thinking:</b></p>
<p><b>8.1.5.A.1</b> Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. <i>(Example: Students will use online resources to research the purposes of different types of maps).</i></p>	<p><b>CRP2.</b> Apply appropriate academic and technical skills. <i>(Example: Students will use online resources to gather information about various maps).</i></p> <p><b>CRP11.</b> Use technology to enhance productivity. <i>(Example: Students will use Google Earth to quickly locate places on a map).</i></p>
<p><b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b></p>	
<p>How does geography affect the way we live?</p> <ul style="list-style-type: none"> <li>• People adapt to and modify their environment.</li> </ul>	

What can various types of maps, globes and other sources tell us about the states and regions of the US?

- There are different map tools and various uses for each.
- Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

How and when do I use different types of maps and tools?

- Physical and political maps explain the location and spatial relationship of places.
- Digital geographic tools, political maps, and globes are used to measure distances and to determine time zones and locations using latitude and longitude.

How can geographic and demographic tools be used to understand cultural differences?

- Determine major cities in New Jersey and the United States.
- Interpret information available on maps and globes.

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• There are different map tools and various uses for each.</li> <li>• People adapt to and modify their environment.</li> <li>• Geographic factors have influenced the location of economic activities in the United States.</li> <li>• People use resources to help them live.</li> <li>• Landforms, climate and weather, and availability of resources affect where and how people live and work, and meet their needs.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Determine locations of places and interpret information available on maps and globes.</li> <li>• Compare and contrast different map tools, what is found on them and how they are useful.</li> <li>• Locate places on digital maps, and other map tools.</li> <li>• Use thematic maps and other geographic representations to obtain, describe, and compare geographic factors and economic activities.</li> <li>• Locate places on a map using latitude and longitude</li> <li>• Determine the local time in various time zones in the US.</li> <li>• Explain how technological and scientific advances have helped correct environmental concerns.</li> <li>• Explain how communication systems have evolved and aided in collaboration of ideas worldwide.</li> <li>• Identify major cities in New Jersey, United States, and the world on a map.</li> </ul>

**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> <li>● End of Unit Test</li> <li>● Students will compare and contrast the information on a map based on its features (i.e. map scale, lines of latitude and longitude, legend, compass rose, etc.).</li> <li>● Students will study information from different types of maps (i.e. political, physical, regional, etc.), compare and contrast the information found, and explain the use of each map.</li> <li>● Students will create physical maps of NJ, Somerset County, or Branchburg</li> </ul>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> <li>● Learning Response Log</li> <li>● Strategic Questioning</li> <li>● Think-Pair-Share</li> <li>● Exit/Admit Tickets</li> <li>● Quiz Quiz Trade</li> </ul>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> <li>● Google Slide Presentation on the different types of maps</li> <li>● Teacher created project</li> <li>● Draw different types of maps of the same location</li> <li>● Compare and contrast different information found on different types of maps</li> </ul>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>“Welcome to America!” Third Grade SS Benchmark Assessment will be given 2 X per year (September and May)</b></p> <ul style="list-style-type: none"> <li>● Students will be asked to use everything they know about the United States to persuade people to visit the United States. They can design an advertisement, poster, brochure, or another creative way to showcase their knowledge. They should include: <ul style="list-style-type: none"> <li>○ a <a href="#">map of the United States</a>. They can add landmarks, bodies of water, and/or color code regions.</li> <li>○ American culture: customs and traditions that make America unique (such as food, holidays, clothing, music).</li> </ul> </li> </ul>
<b>RESOURCES</b>	
<p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>● <b>Studies Weekly:</b> <ul style="list-style-type: none"> <li>○ Week 10: Map Skills</li> <li>○ Week 11: Five Themes of Geography</li> <li>○ Week 12: Location</li> <li>○ Week 14: Place: Human Characteristics</li> <li>○ Week 15: Human Environment Interaction</li> </ul> </li> </ul>	

- Week 16: Movement
- Week 17: Culture
- Week 20/21: Regions of the US
- **Nystrom:**
  - Lessons from Units 1
  - Map Champ Atlas
  - Globe
  - Desk maps
- **Read Alouds (district purchased)**
  - *Mapping North America*
  - *Types Of Maps*
  - *Maps And Globes*
  - *Reading Maps*
  - *Maps: What You Need To Know*
  - *What Is Scarcity Of Resources?*

**Supplemental materials:**

- National Geographic: [Cardinal Directions and Maps](#)
- <https://www.nationalgeographic.org/activity/using-grid-zoo-map/>
- <http://maps.google.com> (finds locations on a map)
- <http://earth.google.com> (finds locations on a map)
- <http://mapmaker.nationalgeographic.org/>
- <http://kids.nationalgeographic.com/world/>
- <http://www.nationalgeographic.com/kids-world-atlas/maps.html>
- <http://www.watchknowlearn.org/Category.aspx?CategoryID=3352>
- BrainPOP: Latitude and Longitude, Map skills, Time Zones, Geography Themes
- [Measuring distances on a map using a map scale](#)
- <https://www.nationalgeographic.org/activity/reading-resource-map/>
- <http://interactivesites.weebly.com/social-studies.html>

**Modifications for Learners**

See [appendix](#)

Topic/Unit 3 Title	Unit 3  Introduction to Government	Approximate Pacing	January - February about 7 weeks
<b>STANDARDS</b>			
<b>NJSLS Social Studies</b>			
<p><b>6.1.4.A.4</b> Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.</p> <p><b>6.1.4.A.5</b> Distinguish the roles and responsibilities of the three branches of the national government.</p> <p><b>6.1.4.A.6</b> Explain how national and state governments share power in the federal system of government.</p> <p><b>6.1.4.A.7</b> 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> <p><b>6.1.4.A.8</b> Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</p> <p><b>6.1.4.D.4</b> Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p><b>6.1.4.D.5</b> Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.</p> <p><b>6.1.4.D.6</b> Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p>			
<b>Interdisciplinary Connections:</b>			
<p>Technology:</p> <ul style="list-style-type: none"> <li>● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</li> <li>● 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government. Activity: Students will work in small groups to create a google slideshow of the three branches of government.</li> </ul> <p>ELA:</p> <ul style="list-style-type: none"> <li>● NJSLS.L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>● 6.1.4.D.5: Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. Activity: Students will define important key terms in</li> </ul>			

historical documents by finding definitions and sketching a picture to match. Then they will analyze the document's connection to present day government.

Math:

- 3NBT.A2. Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Career Readiness, Life Literacies, and Key Skills:	Career Ready Practices:
<p><b>8.1.5.A.1</b> Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. <i>(Example: Students will review the three branches of government by making a government tree with three branches, each leaf on the branch defines a part/responsibility of the branch.)</i></p> <p><b>8.1.5.A.2</b> Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. <i>(Example: Students will use google docs to create a timeline of US government.)</i></p> <p><b>9.2.4.A.2</b> Identify various life roles and civic and work-related activities in the school, home, and community. <i>(Example: Students will discuss the different careers and responsibilities of government officials.)</i></p> <p><b>9.2.4.A.3</b> Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. <i>(Example: Students will discuss the different careers and responsibilities of government officials.)</i></p> <p><b>9.2.4.A.1</b> Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>	<p><b>CRP1.</b> Act as a responsible and contributing citizen and employee. <i>(Example: During this unit students will have a greater understanding of the role of the United States government. They will have a discussion about ways they can be responsible and active citizens.)</i></p> <p><b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <i>(Example: Students will research how the United States has evolved culturally and economically due to changes in government over the years.)</i></p> <p><b>CRP11.</b> Use technology to enhance productivity. <i>(Example: Students will immerse themselves in information about government and becoming an upstanding citizen. They will do this through various online resources such as: Discovery Education, Scholastic, watching videos, listening to stories.)</i></p>

<i>(Example: Students will choose one historical figure (such as a United States President) and complete a research project about this person's life, role in our government, and what his or her personal or professional goals may have been at the time. This can be presented in a variety of ways.)</i>	
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>• How was our government formed?</li> <li>• What are the roles of the three branches of government?</li> <li>• How does the government work at each level (local, state, and national)?</li> <li>• Key events, people, and documents influenced the formation of our government through a series of key events.</li> <li>• The United States Government is organized to ensure checks and balances of power.</li> </ul>	
<b>STUDENT LEARNING OBJECTIVES</b>	
<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• How key historical events, documents (i.e., The Declaration of Independence, The Constitution) and individuals (i.e., George Washington, Benjamin Franklin, and Thomas Jefferson) led to the development of our nation.</li> <li>• What senators and representatives are, what their roles are in government, and how they impact the citizens they represent. <ul style="list-style-type: none"> <li>• Identify current leaders at the local, state, and national level of government.</li> </ul> </li> <li>• How representatives are elected at each level of government.</li> <li>• The defining characteristics of each branch of national government.</li> <li>• Identify key historical documents.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyze how immigrants who came to New Jersey and the United States for various reasons had a major impact on the state and nation. (cause and effect)</li> <li>• Explain the three levels of government (local, state, and national) and compare/contrast them.</li> <li>• Identify and describe the three branches of the national government and explain how they provide a system of checks and balances.</li> <li>• Explain what government services are and how they impact the nation's citizens.</li> <li>• Describe the impact of key historical documents on our current government.</li> <li>• Create a timeline of events that led to the creation of the United States and the State of New Jersey.</li> </ul>
<b>ASSESSMENT OF LEARNING</b>	
<b>Summative Assessment</b> (Assessment at the end of the learning period)	End of Unit Test Quizzes Project Based Learning

<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<p>Journal entry</p> <ul style="list-style-type: none"> <li>• writing from the point of view of a government official during specific time period</li> </ul> <p>Learning Response Log Think-Pair-Share Exit/Admit Tickets Quiz Quiz Trade Informal (discussions, reflections, etc.) Note taking “Parking Lot” T-Chart or Venn Diagram Research notes Research a government official (past or current president) and share with class.</p>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Role Play Presentation Project Narrative Writing Project</p>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>“Welcome to America!” Third Grade SS Benchmark Assessment will be given 2 X per year (September and May)</b></p> <ul style="list-style-type: none"> <li>• Students will be asked to use everything they know about the United States to persuade people to visit the United States. They can design an advertisement, poster, brochure, or another creative way to showcase their knowledge. They should include: <ul style="list-style-type: none"> <li>○ a <a href="#">map of the United States</a>. They can add landmarks, bodies of water, and/or color code regions.</li> <li>○ American culture: customs and traditions that make America unique (such as food, holidays, clothing, music).</li> </ul> </li> </ul>
<b>RESOURCES</b>	
<p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>• Unit 1 Social Studies Teaching Points</li> </ul>	
<p><b>Supplemental materials:</b></p> <ul style="list-style-type: none"> <li>• Text sets on government</li> </ul>	



Technology:

- Colonial Life

- [http://www.ducksters.com/history/colonial\\_america/](http://www.ducksters.com/history/colonial_america/)
- <https://www.landofthebrave.info/>
- <http://www.socialstudiesforkids.com/subjects/colonialtimes.htm>

- Government

- Brainpop (three branches of government)
- <https://kids.usa.gov/government/index.shtml>
- [http://www.ducksters.com/history/us\\_government.php](http://www.ducksters.com/history/us_government.php)
- <https://bensguide.gpo.gov/>
- <http://mrnussbaum.com/government/>
- <https://kids.usa.gov/play-games/government/index.shtml> | (games)
- <http://interactivesites.weebly.com/us-government.htm> | (interactives and games)

**Modifications for Learners**

See [appendix](#)

Topic/Unit 4 Title	Unit 4  Economy/Government	Approximate Pacing	March - April about 8 weeks
<b>STANDARDS</b>			
<b>NJSLS Social Studies</b>			
<p>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.</p> <p>6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p> <p>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> <p>6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</p> <p>6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</p> <p>6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</p> <p>6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</p> <p>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> <p>6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.</p> <p>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</p> <p>6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.</p> <p>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.</p> <p>6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>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.</p> <p>6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.</p> <p>6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p>			

<p>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.</p> <p>6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.</p> <p>6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</p> <p>6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.</p>	
<b>Interdisciplinary Connections:</b>	
<p><b>RI.3.1.</b> 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. <i>(Example: Students will read books and articles about maps and answer text related questions).</i></p> <p><b>W3.8</b> Gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <i>(Example: Students will gather information from print and digital sources on different types of maps. They will compare and contrast the information they find).</i></p>	
<b>Career Readiness, Life Literacies, and Key Skills:</b>	<b>Computer Science and Design Thinking:</b>
<p><b>8.1.5.A.1</b> Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. <i>(Example: Students will use online resources to research and spend a determined amount of money focusing on needs and wants.)</i></p>	<p><b>CRP2.</b> Apply appropriate academic and technical skills. <i>(Example: Students will use online resources to gather information about various goods and services).</i></p> <p><b>CRP11.</b> Use technology to enhance productivity. <i>(Example: Students will use google slides to share economic findings with classmates.)</i></p>
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● What needs and wants do people have? <ul style="list-style-type: none"> <li>○ How are they met?</li> </ul> </li> <li>● How are goods and services affected by the global market?</li> <li>● How does supply and demand affect communities within the state?</li> <li>● How does the location of New Jersey industries play a role in the state's economy?</li> </ul>	

- What factors influence decision-making on issues of the production, distribution and consumption of goods?
- There are two determining factors in the economy, the number of things made available, called supply, and the number of things consumers want, called demand. Supply and demand shows how producers and consumers interact with each other.

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
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- Students will know:**
- Identify consumers and producers and understand that they are dependent on one another.
  - Understand entrepreneurship and its importance in the economy.
  - Explain why countries import and export goods.
  - Define goods, services, consumer and producer.
  - Identify how technology has changed the economy of communities worldwide and improved businesses.
  - The difference between public and private goods and services.
  - Explain what a free market is and explain how competition in a free market economy affects pricing.
  - Analyze how supply and demand affect pricing.
  - Recognize that people have a variety of ways of earning income.
  - Investigate the relationship between saving and spending, including trade-offs and opportunity costs.
  - Identify that businesses around the world depend on one another.
  - The difference between needs and wants.
  - The global market.
  - Transportation systems from the past and present.
  - Identify regions of New Jersey and their key features of each.

- Students will be able to:**
- Describe the role of governments in the economic system of a country.
  - Identify times in the past when scarcity and choice of goods have influenced purchasing decisions by individuals, communities, and nations.
  - Explain the relationship between households, businesses, laborers, and governments in the economy.
  - Identify an economic issue children face and propose a solution.
  - List transportation systems and describe how they impacted the economies of New Jersey and the United States.
  - Explain the impact geography, natural resources, climate, transportation, technology, and/or the labor force have on economic opportunities in the regions of New Jersey.
  - Explain how the availability of goods and services can be influenced by the global market and government.
  - Explain how production, distribution, and consumption of goods and services are affected by the global market and events in the world community.

**ASSESSMENT OF LEARNING**

<b>Summative Assessment</b> (Assessment at the end of the learning period)	<ul style="list-style-type: none"> <li>• End of Unit Project</li> </ul>
-------------------------------------------------------------------------------	-------------------------------------------------------------------------

	<ul style="list-style-type: none"> <li>● Give students predetermined amount of money and have them shop for items. They can decide what they want to buy with the amount of money they have. Be sure to focus on buying goods they NEED before goods they WANT.</li> <li>●</li> </ul>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> <li>● Learning Response Log</li> <li>● Strategic Questioning</li> <li>● Think-Pair-Share</li> <li>● Exit/Admit Tickets</li> <li>● Quiz Quiz Trade</li> </ul>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> <li>● Google Slide Presentation on the economy of NJ,US regions, and other countries</li> <li>● Compare and contrast different information found on different regions or countries economies</li> </ul>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>“Welcome to America!” Third Grade SS Benchmark Assessment will be given 2 X per year (September and May)</b></p> <ul style="list-style-type: none"> <li>● Students will be asked to use everything they know about the United States to persuade people to visit the United States. They can design an advertisement, poster, brochure, or another creative way to showcase their knowledge. They should include: <ul style="list-style-type: none"> <li>○ a <a href="#">map of the United States</a>. They can add landmarks, bodies of water, and/or color code regions.</li> <li>○ American culture: customs and traditions that make America unique (such as food, holidays, clothing, music).</li> <li>○ apply economic resources to region or map</li> </ul> </li> </ul>
<b>RESOURCES</b>	
<p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>● <b>Nystrom:</b> <ul style="list-style-type: none"> <li>○ Lessons from Units</li> <li>○ Map Champ Atlas</li> <li>○ Globe</li> <li>○ Desk maps</li> </ul> </li> </ul>	

### Possible Read Alouds

- A New Coat for Anna by Harriet Ziefert
- The Big Buck Adventure by Deborah Tobola
- Alexander Who Used to Be Rich Last Sunday by Judith Viorst
- A Chair for My Mother by Vera Williams
- Uncle Jed's Barbershop by Margaree King Mitchell
- The Doorbell Rang by Pat Hutchins
- Sam and the Lucky Money by Karen Chinn
- Erandi's Braids by Antonia Hernandez Madrigal
- Cloud Tea Monkeys by Mal Peet and Elspeth Graham
- Those Shoes by Maribeth Boelts
- Violet the Pilot by Steve Breen
- Beatrice's Goat by Page McBrier
- Ice Cream by Elisha Cooper
- A Basket of Bangles: How a Business Begins by Ginger Howard
- The History of Money by Dana Meachen Rau ○ Steve Jobs by Ann Gaines
- Your Allowance by Margaret Hall
- Follow the Money! by Loreen Leedy
- A Farm Through Time by Angela Wilkes
- The Kids Guide to Money and Cent\$ by Thomas Keltie
- Work, Trade and Farming by Fiona Macdonald
- Subject-specific leveled texts are available in school bookrooms and classroom libraries

### Technology:

- Brainpop - supply and demand, money
- Brainpop Jr. - needs and wants, saving and spending
- [Kids \(about coins\)](#)
- [Fun for Kids](#)
- [The Economy and Economics for Kids \(youtube\)](#)
- [Schoolhouse Rock- 7.50 Once a Week \(budgeting\)](#)
- [Schoolhouse Rock \(barter\)](#)

### Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Unit 5  Immigration	Approximate Pacing	May - June about 5 weeks
<b>STANDARDS</b>			
<b>NJSLS Social Studies</b>			
<p><b>6.1.4.A.13</b> Describe the process by which immigrants become United States citizens.</p> <p><b>6.1.4.D.2</b> Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p><b>6.1.4.D.3</b> Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</p> <p><b>6.1.4.D.11</b> Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p><b>6.1.4.D.13</b> Describe how culture is expressed through and influenced by the behavior of people.</p> <p><b>6.1.4.D.14</b> Trace how the American identity evolved over time.</p> <p><b>6.1.4.D.15</b> Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p><b>6.1.4.D.18</b> Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <p><b>6.1.5.CivicsPD.3:</b> Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p><b>6.1.5.CivicsPR.2:</b> Describe the process by which immigrants can become United States citizens</p> <p><b>6.1.5.HistoryUP.1:</b> 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.</p> <p><b>6.1.5.HistoryUP.2:</b> Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p><b>6.1.5.HistoryUP.6:</b> Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p><b>6.1.5.HistoryUP.7:</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>			
<b>Interdisciplinary Connections:</b>			
<p><b>HCM N.J.S.A. 18A:35-28, Holocaust/Genocide Education</b></p> <p><i>(Example: Students will learn about German Jewish people immigrating to the United States, the hardships they faced, and the impact of Jewish culture in America by reading, listening to stories, and watching videos.)</i></p>			

## AMC Amistad Commission Mandate

*(Example: Students will learn about the Great Migration by reading, listening to stories, and watching videos.)*

**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.

*(Example: Students will retell the key ideas in a text (ex. steps to becoming a US citizen or cause and effect of voluntary and involuntary immigration in the US) in a logical order.*

**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.

*(Example: Students will compare and contrast two texts on immigration. They will note takes, comparing and contrasting both texts, completing a T-chart or Venn Diagram. Finally partners or small groups will share and discuss their findings. They might use familiar reading sentence stems such as, 'This makes me think...' or 'I noticed...' to help guide their conversation.)*

**W.3.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

*(For example: After researching what it must have been like to immigrate to the United States, students will write a diary entry from the point of view of a child immigrating to the United States).*

Career Readiness, Life Literacies, and Key Skills:	Career Ready Practices:
<p><b>8.1.5.A.1</b> Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. <i>(Example: Students will go on an interactive tour of Ellis Island to better understand what it was like for immigrants to travel through this building.)</i></p> <p><b>8.1.5.A.2</b> Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. <i>(Example: Students will type a journal entry, writing through the eyes of a young immigrant. They will add graphics to their piece.)</i></p> <p><b>9.2.4.A.2</b> Identify various life roles and civic and work-related activities in the school, home, and community.</p>	<p><b>CRP1.</b> Act as a responsible and contributing citizen and employee. <i>(Example: During this unit students will have a greater understanding of why people immigrate to the United States. They will have a discussion about ways they can be responsible and active citizens.)</i></p> <p><b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <i>(Example: Students will research how the United States has evolved culturally and economically due to immigration over the years.)</i></p> <p><b>CRP11.</b> Use technology to enhance productivity. <i>(Example: Students will immerse themselves in information about immigration, becoming a US citizen, and cultural diversity. They will</i></p>



<p><i>(Example: Students will discuss the careers of different cultural groups that started a new life in America.)</i></p> <p><b>9.2.4.A.3</b> Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.  <i>(Example: Students will study the careers of different cultural groups that started a new life in America. Through discussion students will compare and contrast these careers to the cultural groups' likes and dislikes.)</i></p>	<p><i>do this through various online resources such as: Discovery Education, Scholastic, watching videos, listening to stories.)</i></p>
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Why do people immigrate to the United States? <ul style="list-style-type: none"> <li>○ Immigrants come to New Jersey and the United States for various reasons.</li> <li>○ Immigrants have a major impact on the state and the nation.</li> <li>○ Local and state communities have changed over time.</li> </ul> </li>   <li>● How does an immigrant become a United States citizen? <ul style="list-style-type: none"> <li>○ Immigrants can become and obtain the rights of American citizens.</li> </ul> </li>   <li>● How have immigrants assimilated into or struggled with adapting to new beliefs and practices? <ul style="list-style-type: none"> <li>○ American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li> <li>○ The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.</li> </ul> </li> </ul>	
<b>STUDENT LEARNING OBJECTIVES</b>	
<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
<p><b><i>Students will know:</i></b></p> <ul style="list-style-type: none"> <li>● The definition of an immigrant.</li> <li>● The process of becoming a United States citizen.</li> <li>● As the population increased the need for Western expansion grew.</li> </ul>	<p><b><i>Students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>● Compare and contrast immigrants to naturalized citizens.</li> <li>● Explain the process of becoming a United States citizen.</li> <li>● Describe the changes of Branchburg over time.</li> </ul>

<ul style="list-style-type: none"> <li>• Branchburg began as a rural, agricultural community and has evolved to be a suburban mixture of residential, business, and agriculture.</li> <li>• The cultures prevalent in the region and the lasting influences of that culture.</li> <li>• Immigrants faced challenges to their beliefs and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Name a culture in a region and how they have influenced the traditions and beliefs of that region.</li> <li>• Connect with immigrants as they faced challenges.</li> <li>• Apply understanding of how immigrants were treated.</li> </ul>
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**ASSESSMENT OF LEARNING**

<b>Summative Assessment</b> (Assessment at the end of the learning period)	End of Unit Test Quizzes Project Based Learning
<b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)	Journal entry <ul style="list-style-type: none"> <li>• writing from the point of view of an immigrant child coming to America</li> </ul> Learning Response Log Think-Pair-Share Exit/Admit Tickets Quiz Quiz Trade Informal (discussions, reflections, etc.) Note taking "Parking Lot" T-Chart or Venn Diagram Research notes Research own cultures (home project) and share with the class. Celebrate the diversity of cultures within the classroom.
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Role Play Presentation Project Narrative Writing Project
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure	<b>"Welcome to America!" Third Grade SS Benchmark Assessment will be given 2 X per year (September and May)</b>

progress towards grade level standards; given 2-3 X per year)

- Students will be asked to use everything they know about the United States to persuade people to visit the United States. They can design an advertisement, poster, brochure, or another creative way to showcase their knowledge. They should include:
  - a [map of the United States](#). They can add landmarks, bodies of water, and/or color code regions.
  - American culture: customs and traditions that make America unique (such as food, holidays, clothing, music).

## RESOURCES

### Core instructional materials:

- [Scholastic Ellis Island Interactive Tour](#)
- <http://teacher.scholastic.com/activities/immigration/webcast.htm> Virtual Field Trip to Ellis Island
  
- Read alouds/classroom library (district purchased)
  - *Immigration And Migration*
  - *Famous Immigrants*
  - *Immigration Stories*
  - *Who Are Immigrants?*
  - *Immigrants' Rights, Citizens' Rights*
  - *The Path To Citizenship*
  - *Becoming A Citizen*
  - *All The Way To America: The Story Of A Big Italian Family And A Little Shovel*
  - *Ellis Island*
  - *American Culture*
  - *Cultures Around The World*
  - *Celebrate! Connections Among Cultures*
  - *The Memory Coat*
  - *Dreaming of America: An Ellis Island Story*
  - *Coming to America: The Story of Immigration*
  - *When Jessie Came Across the Sea*
  - *...If Your Name was Changed at Ellis Island*
  - *When Jessie Came Across the Sea*
  - *The Memory Coat*

### Supplemental materials:

- Discovery Education
- World Almanac for Kids
- Encyclopedia Britannica
- Brain Pop - [Ellis Island](#)
- Lesson Idea: [Explore Young Immigrant Stories](#)
- <https://www.scholastic.com/teachers/lesson-plans/teaching-content/immigration-lesson-plan-grades-3-5/>
- <http://teacher.scholastic.com/activities/immigration/>
- [Schoolhouse Rock - "The Great American Melting Pot"](#)
- <http://interactivesites.weebly.com/social-studies.html>
- <http://www.njamistadcurriculum.net/>
- Students create [identity portraits](#)
- [Understanding My Family's History](#)
- [Who Is an Immigrant?](#)
- <https://saveellisland.org/about-us/blog/item/88-jewish-immigration-to-america.html>
- <https://encyclopedia.ushmm.org/content/en/article/the-immigration-of-refugee-children-to-the-united-states>
- [NJ DOE Teaching about the Holocaust](#)
- [NJ DOE Holocaust Curriculum](#)
- [K-4 Holocaust Curriculum Guide](#)

**Modifications for Learners**

See [appendix](#)