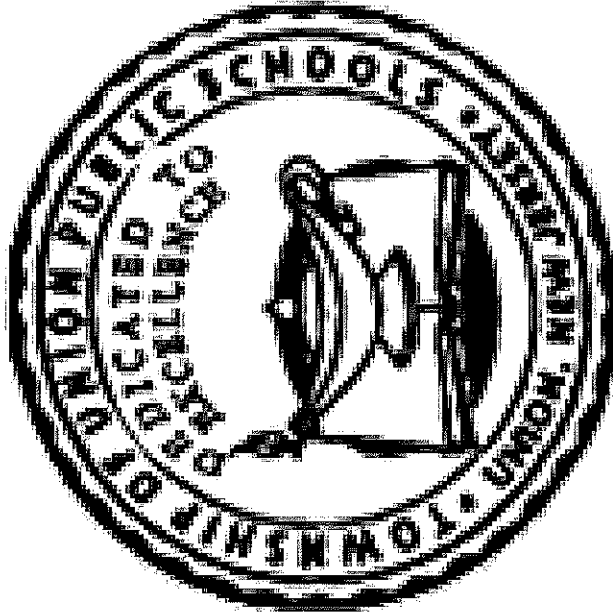


TOWNSHIP OF UNION PUBLIC SCHOOLS



**Grade 3 Social Studies
Curriculum Guide
Updated December 18, 2018**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

The third grade social studies curriculum guide is aligned with the New Jersey Student Learning Standards. The guide provides essential questions and objectives for each of the major content areas of study. The objectives are related to the essential questions. At the conclusion of each unit, the student is expected to be able to respond to the essential questions and objectives. In addition, lessons in friendship, respect, and tolerance have been included in conjunction with NJSA 18A:35-28 Holocaust/Genocide Education and with The Amistad Bill (A1301).

The core concept in third grade social studies is the community. The course is divided into the following units:

- Communities and Geography
- Communities Change
- Many Cultures, One Country
- Communities at Work
- Communities and Government

Recommended Resources

- New Jersey Student Learning Standards for Social Studies
- Macmillan/ McGraw-Hill Timelinks

- Caring Makes a Difference: K-4thGrade Curriculum Guide: Lessons on Friendship, Respect, Tolerance, Holocaust/Genocide -www.state.nj.us/education/holocaust/curriculum/
- <http://www.njamistadcurriculum.net/>

Pacing Guide

Unit 1: September - October

Unit 2: November - December

Unit 3: January - February

Unit 4: March - April

Unit 5: May-June

Unit 1: Communities and Geography

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Understand that people live, work, and play in communities. Identifies some of the jobs and fun things to do in communities.	6.1, 6.2, 6.3
2.	Discuss the features and characteristics of urban, suburbs and rural areas.	6.1, 6.2, 6.3
3.	Discuss how landforms can influence people's lives.	6.1, 6.2, 6.3
4.	Understand that natural resources exist in nature and how they are used.	6.2
5.	Identify how people can conserve our natural resources.	6.1, 6.2, 6.3
6.	Discuss how protecting the environment is a global initiative.	6.1, 6.2, 6.3
7.	Recognize how people work to protect the Great Lakes ecosystem.	6.1, 6.2, 6.3
8.	Recognize the importance of water as a resource.	6.2

Unit 2:Communities Change

#	STUDENT LEARNING OBJECTIVES	CORRESPONDIN G CCSS
1.	Identify the changes caused by European settlement at Jamestown.	6.1, 6.2, 6.3
2.	Discuss the first European communities in North America and what the colonists did to win their freedom	6.1, 6.2, 6.3
3.	Discuss how the country grew as people moved to the West.	6.1, 6.2, 6.3
4.	Describe the Lewis and Clark expedition.	6.1, 6.2, 6.3
5.	Understand why people immigrated and migrated to different cities.	6.1, 6.2, 6.3
6.	Discuss the importance of the transcontinental railroad, the telegraph, and the assembly line	6.1, 6.2, 6.3

Unit 3: Many Cultures, One Country

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Understand that immigrants have come from many countries.	6.1, 6.2, 6.3
2.	Discuss how people bring their cultures with them to new lands.	6.1, 6.2, 6.3
3.	Discuss how storytelling is a way of sharing culture	6.1, 6.2, 6.3
4.	Understand that what people celebrate is important to them.	6.1, 6.2, 6.3
5.	Discuss how food is an important part of celebration	6.1, 6.2, 6.3

Unit 4: Communities at Work

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Understand that people do different jobs to earn money	6.1, 6.2, 6.3
2.	Understand that a budget helps people manage their money.	6.1, 6.2, 6.3
3.	Explain how supply and demand affect prices.	6.1, 6.2, 6.3
4.	Recognize that people buy products made in other nations.	6.1, 6.2, 6.3
5.	Discuss how people from different countries help each other.	6.1, 6.2, 6.3

Unit 5: Communities and Government

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Recognize that the government protects the rights of citizens.	6.1, 6.2, 6.3
2.	Understand the meaning and uses of taxes.	6.1, 6.2, 6.3
3.	Understand that communities have a government, often led by a mayor and city council	6.1, 6.2, 6.3
4.	Recognize that laws are made for the common good of all people.	6.1, 6.2, 6.3
5.	Understand the many ways people can help their communities.	6.1, 6.2, 6.3

Unit 1: Communities and Geography

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does where you live affect how you live?</p> <p>What effect do people have on their environment?</p> <p>What tools can be used to identify major cities, regions, and geographical features of New Jersey, the United States, and the world?</p>	<ol style="list-style-type: none"> Understand that people live, work, and play in communities. Identifies some of the jobs and fun things to do in communities. Discuss the features and characteristics of urban, suburbs and rural areas. Discuss how landforms can influence people's lives. Recognize the importance of water as a resource. Understand that natural resources exist in nature and how they are used. Identify how people can conserve our natural resources. 	<ol style="list-style-type: none"> List places in the community to go for fun. Make a list of agencies in the community that help people. Using a map of the state or community, mark boundaries of cities in red, circle suburbs in blue, and rural areas in orange. Create a postcard to family back home about a trip to the Grand Canyon. Have students pick a nonrenewable resource and find out where it is found and what it is used for. Ask students to brainstorm 	<p>Formative: Exit Cards, Observations, informal questions, conferencing (unit questions in T.E.)</p> <p>Performance Assessment: <u>Make a Drawing or Poster</u> Students will:</p> <ol style="list-style-type: none"> Represent information through original artwork. Use an appropriate medium to convey historical or geographic information. Use appropriate color, shape, texture, space. Organize information within designated space.

	<p>5. Discuss how protecting the environment is a global initiative. Recognize how people work to protect the Great Lakes ecosystem.</p>	<p>environmental issues in the community and how they could help. Break the students into groups and have them come up with ways to help the issue provided</p> <p>6. Use technology resources provided on resource guide page located at the end of the guide: Global One website, Google Earth, Brain Pop, Discovery Education, New Jersey History, TimeLinks, IXL, Social Studies Resources, Amistad Curriculum</p>	<p>4. Apply thinking strategies (analyze events or situations; demonstrate understanding; make informed judgements or decisions.)</p> <p>Writing: How does <i>where</i> you live affect <i>how</i> you live?</p> <p>Summative: Unit 1 Assessment</p> <p>Follow the TE for unit performance assessment and writing activities.</p>
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Unit 2: Communities Change

Essential Questions	Instructional Objectives/ Skills and Benchmarks_ (CPIs)	Activities	Assessments
<p>How do communities change over time?</p> <p>How does the legacy of earlier groups of people, including the Lenni Lenape and immigrants, influence future generations?</p>	<ol style="list-style-type: none"> 1. Identify the changes caused by European settlement at Jamestown. 2. Discuss the first European communities in North America and what the colonists did to win their freedom. 3. Discuss how the country grew as people moved to the West and describe the Lewis and Clark expedition. 	<ol style="list-style-type: none"> 1. Discuss and role play the first meetings between the Powhatans and the settlers of Jamestown might have been like. 2. Brainstorm things that are taxed in America. Bring in some items from the store that shows the price on a receipt before tax and after tax. 3. Write out the directions using North, South, East, and West to a place in the community. 	<p>Formative: Exit Cards, Observations, informal questions, conferencing (unit questions in T.E.)</p> <p>Performance Assessment: <u>Write and Perform a Play</u></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Create or interpret simple scripts on the topic. 2. Use expressive oral and body language. 3. Use appropriate props, costumes, makeup, and so forth to enhance the quality of the performance.

	<p>4. Understand why people immigrated and migrated to different cities.</p> <p>5. Discuss the importance of the transcontinental railroad, the telegraph, and the assembly line</p>	<p>4. Organize class into groups and have the groups assigned Germany, Ireland and Asia. Locate on the map and list and find out how many immigrants came from these places in the mid to late 1800s.</p> <p>5. Have students brainstorm and create new inventions that would make their lives easier. Students can illustrate or create the invention.</p> <p>6. Use technology resources provided on resource guide page located at the end of the guide: Global One website, Google Earth, Brain Pop, Discovery Education, New Jersey History, TimeLinks, IXL, Social Studies Resource, Amistad Curriculum</p>	<p>4. Use appropriate vocabulary for the historical period.</p> <p>5. Apply thinking strategies (analyze events or situations; demonstrate understanding; make informed judgements or decisions.)</p> <p>Writing: How do communities change over time?</p> <p>Summative: Unit 2 Assessment</p> <p>Follow the TE for unit performance assessment and writing activities.</p>
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Unit 3: Many Cultures, One Country

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>How do people change communities?</p> <p>Why is it important to learn about diverse cultures and respect the differences of others?</p>	<ol style="list-style-type: none"> 1. Understand that immigrants have come from many countries. 2. Discuss how people bring their cultures with them to new lands. 3. Discuss how storytelling is a way of sharing culture 4. Understand that what people celebrate is important to them. 5. Discuss how food is an important part of celebration 	<ol style="list-style-type: none"> 1A. Have students use push pins to mark on a map where their ancestors are from. 2. Collect magazines that show pictures of art from world regions. Place kids in groups. Give each group pictures of art from a region. Have groups display pictures with a title "Art of (name region)" 3. Select several fables from around the world. Students can read, compare and contrast, and discuss how the fables reflect different beliefs in a culture. 4. Have students share a celebratory piece of their culture. Students can bring in ceremonial clothes; perform a dance or song, share a celebratory artifact or stories. 5. Have students share celebratory food with the class or write a descriptive paragraph describing a cultural cuisine; what 	<p>Formative: Exit Cards, Observations, informal questions, conferencing (unit questions in T.E.)</p> <p>Performance Assessment: <u>Make a Map</u></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Communicate ideas to tell about historical event, people, or places. 2. Provide accurate and detailed information. 3. Display information that is legible and clearly stated. 4. Provide a title for the

		<p>it is, why it's eaten, and when it's eaten.</p> <p>6. Use technology resources provided on resource guide page located at the end of the guide: Global One website, Google Earth, Brain Pop, Discovery Education, New Jersey History, TimeLinks, IXL, Social Studies Resources, Amistad Curriculum</p>	<p>informational graphic reflecting purpose and content.</p> <p>5. Apply thinking strategies (analyze events or situations; demonstrate understanding; make informed judgements or decisions.)</p> <p>Writing: How do people change communities?</p> <p>Summative: Unit 3 Assessment</p> <p>Follow the TE for unit performance assessment and writing activities.</p>
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Unit 4: Communities at Work

Essential Questions	Instructional Objectives/ Skills and Benchmarks_ (CPIs)	Activities	Assessments
<p>How do people in a community meet their needs?</p>	<p>1. Understand that people do different jobs to earn money</p>	<p>1. Organize students into groups. Students can create a pseudo-business based on teacher guidelines. Students will have to explain what their business is (goods or service) and what they will charge. Teacher will help with business costs and discuss profits.</p>	<p>Formative: Exit Cards, Observations, informal questions, conferencing (unit questions in T.E.)</p>
<p>How can the choices we make affect the economy?</p>	<p>2. Understand that a budget helps people manage their money.</p>	<p>2. Have students use an allowance of 5. a week as income. Ask them to create a budget that shows what they will spend and how much they will save in a month.</p>	<p>Performance Assessment: <u>Make a Drawing or Poster</u></p> <p>Students will:</p>
<p>How does the production of goods and the exchange of services influence local, national, and global communities?</p>	<p>3. Explain how supply and demand affect prices.</p>	<p>3. Organize the students into groups. Have each group choose a product to "sell". Have them set the price of the product. Have the groups discuss these issues: What might raise and lower the price? Why might they decide to make fewer of the products?</p>	<p>1. Represent information through original artwork. Use an appropriate medium to convey historical or geographic information.</p>
<p>How do economic needs and wants of individuals and groups affect local, national, and global communities?</p>			<p>2. Use appropriate color, shape, texture, space.</p>

	<p>4. Recognize that people buy products made in other nations.</p> <p>5. Discuss how people from different countries help each other.</p>	<p>4. Brainstorm different makes of cars (Toyota, Ford, etc.) Organize the students into groups. Assign each group one or more makes of cars. Have groups find out where the make(s) of cars are made. As a group report their findings. Place pushpins or other markers on the classroom world map. Discuss results.</p> <p>5. Ask students to imagine they are a product that is either being imported to or exported from the United States. Have them write a fictional story about the experience of being an import or export. Have them include what product they are and where they are going to or coming from.</p> <p>6. Use technology resources provided on resource guide page located at the end of the guide: Global One website, Google Earth, Brain Pop, Discovery Education, New Jersey History, TimeLinks, IXL, Social Studies</p>	<p>3. Organize information within designated space.</p> <p>4. Apply thinking strategies (analyze events or situations; demonstrate understanding; make informed judgements or decisions.)</p> <p>Writing: How do people in a community meet their needs?</p> <p>Summative: Unit 4 Assessment</p>
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		Resources, Amistad Curriculum
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Unit 5: Communities and Government

Essential Questions	Instructional Objectives/ Skills and Benchmarks_ (CPI/s)	Activities	Assessments
<p>Why do communities need governments?</p> <p>Why do we have rules and laws? What would happen if we did not have rules and laws?</p> <p>How can people from different countries with their own customs, laws, and governments work together to find solutions to global problems?</p>	<ol style="list-style-type: none"> 1. Recognize that the government protects the rights of citizens. 2. Understand the meaning and uses of taxes. 3. Understand that communities have a government, often led by a mayor and city council 	<ol style="list-style-type: none"> 1. Students can work in groups to compare and contrast rights and responsibilities. Students can provide examples of rights and examples of responsibilities. 2. Have students practice figuring taxes. Use \$5.00 as an example with a rate of 7%. On the board, show them how to figure out the tax. ($5 \times .07 = \$.35$) Explain that you then add the 35. to the cost, so a \$5.00 item would cost 5.35 with tax. Give the students several problems to figure out. 3. Have students work in groups and research the name of the mayor and the city council members in your community. Have the students write friendly letters inviting one of them to visit 	<p>Formative: Exit Cards, Observations, informal questions, conferencing (unit questions in T.E.)</p> <p>Performance Assessment: <u>Make a City Seal:</u></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Represent information through original artwork. Use an appropriate medium to convey historical or geographic information.

	<p>4. Recognize that laws are made for the common good of all people.</p> <p>5. Understand the many ways people can help their communities.</p>	<p>the classroom to discuss local government. Have the students prepare questions to ask the visitors.</p> <p>4. Have students brainstorm a list of laws. Assign each student a law and have each student design and create a poster that reflects the importance of following that law. Students can present their posters.</p> <p>5. Have students brainstorm a list of non-profit groups that they might help. As a class, discuss ways students could help. Encourage the class to choose one or more ways to help a nonprofit group. Have students make posters advertising their mission and displaying them around school.</p> <p>6. Use technology resources provided on resource guide page located at the end of the guide: Global One website, Google Earth, Brain Pop, Discovery Education, New</p>	<p>2. Use appropriate color, shape, texture, space.</p> <p>3. Organize information within designated space.</p> <p>4. Apply thinking strategies (analyze events or situations; demonstrate understanding; make informed judgements or decisions.)</p> <p>Writing: Why do communities need government?</p> <p>Summative: Unit 5 Assessment</p>
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		Jersey History, TimeLinks, IXL, Social Studies Resources, Kids. Gov, Amistad curriculum	
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Holocaust Lesson

Essential Questions	Instructional Objectives/ Skills and Benchmarks_ (CPI/s)	Activities	Assessments
What is prejudice?	To acquaint students with the multi-ethnic, multicultural makeup of America's citizens. To understand the nature of prejudice.	<ol style="list-style-type: none"> 1. Read and discuss Molly's Pilgrim, by B. Cohen. 2. Use technology resources provided on resource guide page located at the end of the guide: Caring makes a Difference 	<p>Book Talks</p> <p>Class Discussion</p> <p>Written Reflections</p>

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	K-4
Chronological Thinking	<ul style="list-style-type: none"> • Place key historical events and people in historical eras using timelines.
	<ul style="list-style-type: none"> • Explain how the present is connected to the past.
Spatial Thinking	<ul style="list-style-type: none"> • Determine locations of places and interpret information available on maps and globes.
	<ul style="list-style-type: none"> • Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	<ul style="list-style-type: none"> • Distinguish fact from fiction.
	<ul style="list-style-type: none"> • Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)

<p>Presentational Skills</p> <ul style="list-style-type: none"> • • 	<p>Use evidence to support an idea in a digital, oral and/ written format.</p> <p>Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.</p>
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New Jersey Core Curriculum Content Standards
Academic Area

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues

across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Best Practices and Exemplars:

Students with Disabilities, English Language Learners, and Gifted and Talented Students:

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support Students with Disabilities:

***Refer to students' IEP for specific modifications and accommodations**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted and Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content

- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

***All WIDA Can Do Descriptors can be found at: <https://wida.wisc.edu/teach/can-do/descriptors>**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

21st Century Themes and Skills

21st Century Themes

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

21st Century Skills

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

**21st Century Life and Careers Standards
Career Ready Practices and Standard 9.1, 9.2, and 9.3**

Career Ready Practices:

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

Standards 9.1, 9.2, and 9.3

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

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

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Technology Standards: Technology standards are embedded throughout all curricular units.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Resource Links

- **Brain Pop Social Studies**
<http://www.brainpop.com/socialstudies/>
- **Amistad Curriculum**
www.njamistadcurriculum.com/
- **Caring Makes a Difference: Holocaust Curriculum, Grade 3 begins on page 30**
www.state.nj.us/education/holocaust/curriculum/
- **Discovery Education**
www.discoveryeducation.com/search/page/k-5/socialstudies/-/-/index.cfm
- **Google Earth**
<http://www.google.com/earth/index.html>

- **New Jersey History Kids**
www.state.nj.us/state/historykids/NJHistoryKids.htm
- **TimeLinks website**
<https://connected.mcgraw-hill.com/connected/login.do>
- **IXL Social Studies**
<https://www.ixl.com/social-studies/grade-3>
- **Global One**
https://www.globalonenessproject.org/library?f%5B0%5D=field_media_type%3A1097&gclid=CMmA-sb9gNMCFUOBswodM18CrQ
- **Kids. Gov**
<https://kids.usa.gov/social-studies/index.shtml>
- **Social Studies Resources**
<http://www.internet4classrooms.com/3rdSocSt.htm>
- **Social Studies Activities**
<https://www.education.com/activity/third-grade/social-studies/>
- **Social Studies Games**
http://www.learninggamesforkids.com/social_studies_games.html

