

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Social Studies Grade 3

Length of Course:	Term
Elective/Required:	Required
Schools:	Elementary
Eligibility:	Grade 3
Credit Value:	N/A
Date Approved:	August 24, 2020

TABLE OF CONTENTS

Grade 3 Social Studies Assessment Rubric	3
Pacing Guide Marking Period 1	4
Pacing Guide Marking Period 2	6
Pacing Guide Marking Period 3	9
Pacing Guide Marking Period 4	12

Grade 3 Social Studies Grading Rubric

Skills Assessed	1 Needs Support	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard
Content Accuracy	Includes mostly inaccurate and/or irrelevant facts.	Includes a few accurate facts learned throughout the marking period. One or more facts may not be accurate or relevant.	Includes a satisfactory amount of accurate and relevant facts learned throughout the marking period.	Includes an abundance of accurate and relevant facts learned throughout the marking period.
Connection to Content	Lacks a connection to oneself and the world.	Shows some connection to oneself and the world.	Shows insight and connection to the topic.	Shows insight and deep connection to the topic.
Organization	Includes some correct capitalization and punctuation and sometimes uses correct or reasonable phonetic spelling.	Most of the ideas are clear and in a logical order.	All of the ideas are clear and in a logical order. Includes a satisfactory amount of details to help the reader understand.	All of the ideas are clear and in a logical order. Includes many details to help the reader understand.
Mechanics	Does not include correct capitalization or punctuation. Simple words are frequently spelled incorrectly .	Includes some capitalization and punctuation were used correctly. Some simple words are spelled correctly.	Includes mostly correct capitalization and punctuation. Most words are spelled correctly or with a reasonable phonetic spelling.	Includes correct capitalization and punctuation with only minor mistakes. Grade level words are spelled correctly .

Grade 3 Social Studies Pacing Guide

Marking Period 1	Unit	Standard	Resources
<p style="text-align: center;">Assessment Assessment Rubric</p>		<ul style="list-style-type: none"> Select a local, state or national government leader and write a short letter (questions, suggestions, call to action, etc.) Community Challenge Activity (or students take the group Community Challenge activity and use it as content in their letter to a lawmaker) 	
<p>Teach during or by the end of Making Meaning Unit 1</p>	<p style="text-align: center;">Citizenship</p>	<p>6.1.4.A.11 Explain how the rights of the individual and the common good of the country depend upon all citizens taking responsibility at the community, state, national, and global levels.</p> <p>6.1.4.A.13 Describe the process by which immigrants become United States citizens.</p>	<p>Harcourt SS Unit 4, p. 238-241 (“Becoming a Citizen-Just Like Me”) Unit 4 - Chapter 7 - Lesson 1 Rights of Citizens 244-247 Unit 4 - Chapter 7 - Lesson 2 Duties of Citizens p 248-251 Unit 4 - Chapter 7 - Lesson 3 Being a Good Citizen pg 252-257 Unit 5-Read Aloud p. 318 Dreaming of America by Eve Bunting</p> <p>Leveled Readers: Citizens Lead the Way (below-level), Designing Our Capital (on-level), People Who Care (above-level)</p> <p>Discovery Education Streaming Plus Citizenship in the Community (full video) Citizens Have Rights (segment) Citizens Have Responsibilities (segment)</p> <p>Additional Resources Newsela: Bill of Rights article Newsela: How Government Works: What is Citizenship? Becoming a Citizen infographic Brain Pop: Citizenship</p> <p>Holidays to discuss: Patriot Day (September 11) Constitution Day</p>
<p>Teach during or by the end of Making Meaning Unit 2</p>	<p style="text-align: center;">Government and Community Action</p>	<p>6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p>	<p>Harcourt SS Unit 4- Chapter 8 - Lesson 1 Structure of Government, p 266-269 Unit 4 - Chapter 8 - Lesson 2 Local Government Unit 4 - Chapter 8 - Lesson 3 State and National Government</p>

		<p>6.1.4.A.15 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>6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p>	<p>Unit 4 - Chapter 8 - Lesson 5 Governments Around the World Unit 4- Chapter 8-Citizenship Skills-Resolve Conflicts p 288-289</p> <p>Discovery Education Streaming Plus Making Predictions Using Clues (activity) Visual Resources (segment) State Government Structure (segment) Branches of Government (image) Three Branches of Government (full video) Forms of Government Around the World (full video)</p> <p>Additional Resources NJ Legislature Kid's Page Township of Edison Newsela: How Government Works-A Look at State and Local Governments Newsela: Conflict Resolution Through Mediation Brain Pop: Branches of Government</p> <p>Holidays to discuss: Columbus Day Election Day</p>
<p>21st Century Skills</p>			

Grade 3 Social Studies Pacing Guide

Marking Period 2	Unit	Standard	Resources
<p align="center">Assessment Assessment Rubric</p>		<p>Choose One:</p> <ul style="list-style-type: none"> Select a historical figure covered during the marking period and create a brief timeline of their life and effects of social change. Select a national symbol and make a poster commemorating it. 	
<p>Teach during or by the end of Making Meaning Unit 3</p>	<p>The Beginning of America</p>	<p>6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey</p> <p>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.</p> <p>6.1.4.D.6 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>	<p>Harcourt SS Unit 3, Chapter 6, Lesson 2 Building Communities Unit 3, Chapter 6, Lesson 3 Fighting for Freedom Unit 3, Chapter 6, Lesson 4 Growth and Change Unit 3, A Place Called Freedom(pg. 150-153) Unit 3, Chapter 6, Lesson 3 Fighting for Freedom Unit 3, Chapter 6 Jefferson/Franklin Biography p. 210 Unit 3, Chapter 5: Read a Time Line p. 160-161</p> <p>Discovery Education Streaming Plus Creating the Federal Government (segment) The Purpose of the Constitution video (segment) (TE Transcript: TG to the Constitution page 8-14) (pdf) Founding of Our Federal Government (full video) Benjamin Franklin (segment) Timelines, Maps and Pictures (segment)</p> <p>Additional Resources Timeline of New Jersey</p> <p>Newsela :Declaration of Independence Newsela: Constitution Newsela-Washington Article; Jefferson Article</p> <p>Holidays to Discuss Thanksgiving</p>

			<p>Winter cultural celebrations</p>
<p>Teach during or by the end of Making Meaning Unit 4</p>	<p>Equality and Perspective</p>	<p>6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in future generations. 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<p>Harcourt SS Unit 3, Chapter 5, Lesson 2 People Bring Changes Unit 2, Chapter 4, Critical Thinking Skills Solve a Problem p. 132-133</p> <p>Discovery Education Streaming Plus Martin's Big Words (audiobook) MLK Jr. Day (segment) Part One: Growing Up in Atlanta (segment) American Heroes: Dr. Martin Luther King, Jr. (full video) Respect for Diversity (full video) Different Cultures (segment)</p> <p>Additional Resources Brain Pop: Bullying Brain Pop: Civil Rights</p> <p>Holidays to Discuss Martin Luther King</p>
<p>Teach during or by the end of Making Meaning Unit 4</p>	<p>American Identity</p>	<p>6.1.4.D.14 Trace how the American identity evolved over time. 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<p>Harcourt SS Unit 3, Chapter 6, Lessons 1 The First Communities Point of View: How did Change Affect Native Americans? p 194-195 Unit 4, Chapter 8, Lesson 4 Symbols of Our Nation Unit 5, Chapter 9, Lesson 3 Our American Heritage Unit 5, Chapter 10, Lessons 1-3 Expressions of Culture, Holidays and Traditions, Cultures of the World</p> <p>Discovery Education Streaming Plus This Is Our: Country (full video) American Symbols of Freedom (full video) Statue of Liberty (segment)</p>

			<p>Cultural Celebrations Around the World (segment)</p> <p>Additional Resources Brain Pop: Veteran's Day NPS: Washington DC memorials and monuments NPS: Independence Hall and Liberty Bell NPS: Statue of Liberty Virtual Tour</p>
<p>21st Century Skills</p>			

Grade 3 Social Studies Pacing Guide

Marking Period 3	Unit	Standard	Resources
<p>Assessment Assessment Rubric</p>		<p>Choose One:</p> <ul style="list-style-type: none"> • Students select two different places in the United States and use the same type of map to compare the locations by using a venn diagram or writing a paragraph. • Students use two different types of maps to analyze the same location in the United States. Students compare and contrast the information depicted on the maps by using a venn diagram or writing a paragraph. 	
		<p>Teach during or by the end of Making Meaning Unit 5</p>	<p>Map Skills</p>

			<p>Brainpop: Time Zones Brainpop: Map Skills Types of Maps Organizer Interactive Map Maker</p> <p>Holidays to Discuss President's Day Black History</p>
<p>Teach during or by the end of Making Meaning Unit 6</p>	<p>Regions and Resources</p>	<p>6.1.4.B.4 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.</p> <p>6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4.B.8 Compare ways people choose to use and distribute natural resources.</p>	<p>Harcourt SS Unit 2, Chapter 3, Lesson 3 Our Country's Regions Unit 2, Chapter 3, Lesson 4 Natural Resources Unit 2, Chapter 4, Lesson 1 Our Environment Unit 2, Chapter 4, Lesson 2 Changing the Environment Unit 2, Chapter 4, Lesson 3 Caring for Our Environment</p> <p>Map Skill Lessons: Unit 6, Chapter 11, Lesson 2 Read a Land Use and Products Map (p. 398-399)</p> <p>Discovery Education Streaming Plus Regions (Segment) Natural Resources (Full Video) Overview of NJ (Segment) United States- Maps, Regions, Resources, Climate (Segment) Introduction: American Geography (Segment) Locations, Size, and Regions of the U.S. (Segment) Land Use in the U.S.: Farming and Ranching (Segment) Land Use in the U.S.: Coal and Oil (Segment) Human Geography: Agriculture and Rural Land Use (Full Video)</p>

			<p>Additional Resources National Geographic-Reading a Resource Map Geography for Kids National Geographic Kids US 50 States Games</p> <p>Holidays to Discuss Women's History</p>
<p>21st Century Skills</p>		<p>NJSLS Technology 8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or systems have on the environment.</p>	

Grade 3 Social Studies Pacing Guide

Marking Period 4	Unit	Standard	Resources
<p style="text-align: center;">Assessment Assessment Rubric</p>		<p>Choose One:</p> <ul style="list-style-type: none"> • Students write a newspaper article about our community’s (Edison’s) local economy. The article may include local shops, restaurants, tourist attractions, or spotlight individuals making a difference in their job. • Students create a clothing or toy store advertisement showing items that are for sale, prices, and use marketing strategies to attract shoppers. • Students draw a cartoon that depicts a local community issue. Then, they draw a possible solution to the issue. • Students write about a way they could raise money for a cause. Students consider the following: Who would help, what would be sold, and what would you do with the money raised? 	
<p>Teach during or by the end of Making Meaning Unit</p>	<p>The Market Economy</p>	<p>6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals’ decisions, including ones made in their communities.</p> <p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.4.C.3 Explain why incentives vary between and among producers and consumers.</p> <p>6.1.4.C.4 Describe how supply and demand influence price and output of products.</p>	<p>Harcourt SS Unit 3, Chapter 6 Two Different Ways of Life, p. 192-193 (compare and contrast) Unit 6 Chapter 11 Alex and the Amazing Lemonade Stand, p 382-385 Unit 6, Chapter 11, Lesson 1 Workers and Consumers Unit 6, Chapter 11, Lesson 3 Trading With the World Unit 6, Chapter 11, Lesson 4 New Inventions</p> <p>Discovery Education Streaming Plus Understanding Economics (Full Video) Providing Goods and Services (Segment) The Marketplace: Supply and Demand (Segment) Supply and Demand (Segment) Resources and Choices (Segment) Jobs in the Community (Segment) Economy in and Between Communities (Full Video) Money and Products (Segment) Needs Versus Wants (Segment)</p> <p>Additional Resources Bizworld Brainpop Jr: Products and Services BrainPop: Supply and Demand NJ Economy- Britannica Article TheMint.org</p>

<p>Teach during or by the end of Making Meaning Unit 8</p>	<p>Entrepreneurship</p>	<p>6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.</p> <p>6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</p> <p>6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.</p>	<p>Harcourt SS Unit 6, Chapter 11 Madame C.J. Walker; entrepreneur Unit 6, Chapter 12, Lesson 1 Forms of Money (S.S.) Unit 6, Chapter 12, Lesson 2 Free Market Economy Unit 6, Chapter 12, Lesson 3 Earn, Spend, Save (S.S.) Unit 6, Chapter 12, Lesson 4 World Businesses</p> <p>Discovery Education Streaming Plus Where We Live, Work, and Play: Businesses (Full Video) Saving for a Goal (Segment) Financial Literacy (Full Video) Being Financially Responsible (Full Video) Cha Ching Financial Literacy Videos (Set of Full Videos)</p> <p>Additional Resources Bizworld The Lemonade Stand- You Tube Video Shark Tank Videos (entrepreneur) Teacher's Guide- Financial Success Freckle Education: Financial Literacy Adaptive Practice</p> <p>Holidays to Discuss Memorial Day Flag Day</p>
<p><u>21st Century Skills</u></p>		<p>NJSLS Technology 8.2.5.D.4 Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved. 8.2.5.D.5 Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems. 8.2.5.D.6 Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.</p>	