

Pequannock Township School District

Curriculum Syllabus

Social Studies - Third Grade

Course Description:

In this third grade social studies curriculum, “Communities Around the World”, students will learn about their own community, as well as communities across the globe and about global citizenship. Students will examine different communities and their cultures which include social organization, customs and traditions.

Students will explore history in the context of the digital age, allowing 21st century learners to transcend the limits of time and place and experience historic events in a variety of ways. This social studies curriculum will integrate reading and language arts to create a more transparent and fluid curriculum across the disciplines. This will provide third grade learners with the knowledge, skills and perspectives needed to become active, informed citizens and contributing members of communities in today's ever-changing society.

This curriculum will continue to expand the student's world , examining the differences within the US and globally.

Course Standards:

The following is a list of NJSLs that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLs are the basis of the assessment of student achievement. The learner will demonstrate mastery of.

- 6.1.4.A.: Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.13: Describe the process by which immigrants become United States citizens.
- 6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.B.1: Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 6.1.4.B.2: 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.
- 6.1.4.B.3: 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.
- 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.

- 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.
- 6.1.4.B.7: Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.8: Compare ways people choose to use and distribute natural resources.
- 6.1.4.B.10: 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.
- 6.1.4.C.1: Apply opportunity cost(i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
- 6.1.4.C.2: Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.3: Explain why incentives vary between and among producers and consumers.
- 6.1.4.C.4: Describe how supply and demand influence price and output of products.
- 6.1.4.C.8: 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.
- 6.1.4.C.9: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.4.C.10: Explain the role of money, savings, debt, and investment in individuals' lives.
- 6.1.4.C.11: Recognize the importance of setting long-term goals when making financial decisions within the community.
- 6.1.4.D.2: Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.3: Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- 6.1.4.D.11: Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.D.12: Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.
- 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.18: Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- RI.3.1: Ask and answer questions, and make relevant connections to demonstrate

understanding of a text, referring explicitly to the text as the basis for the answers.

- RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.7: Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RI.3.9: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10: By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - B. Provide reasons that support the opinion.
 - C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - D. Provide a conclusion.
- W.3.3: Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - C. Use temporal words and phrases to signal event order.
 - D. Provide a sense of closure.
- W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5: With guidance and support from peers and adults, develop and strengthen writing

as needed by planning, revising, and editing.

- W.3.6: With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Scope and Sequence

	Unit Title	STEM or Humanities	Weeks
1	Peq & World: Where are We?	Humanities	4 wks
2	Weather & Climate (before introduce CER & 5E Model)	STEM	5 wks
3	Comparing Communities	Humanities	3 wks
4	Traits & Continuing the Cycle	STEM	3 wks
5	Communities Around the World	Humanities	4 wks
6	Coming to the United States	Humanities	4 wks
7	Force & Motion	STEM	3 wks
8	Electrical & Magnetic Forces	STEM	3 wks
8	Traits & Continuing the Cycle	STEM	4 wks
9	How People Live & Work	Humanities	3 wks
10	Organisms/Environment & Understanding Changes in the Environment	STEM	1.5 wks

Assessments

Evaluation of student achievement in this course will be based on the following:

- Aligned to ELA expectations.

Curriculum Resources

[Newsela Yellowstone Article](#)

Newsela.com

[NJ Map close up](#)
[NJ Counties Map](#)
[Pequannock on US map](#)
[Blank NJ map for kids](#)
[NJ Map and Fact booklet](#)
[Google Maps](#)
[NJ Amistad Curriculum](#)
[Newsela Yellowstone Article](#)
[Landform Dinosaur](#)
[Pasta Landform Map](#)
[Landform Matching Game](#)
[Landform Game Links](#)
Sarah Plain and Tall
Ancient Greek Myths for 3rd Grade
Tales From the Odyssey
Mary Pope Osborne
Short Stories With Morals for Children
“Stopping by the Woods on a Snowy Evening,” Robert Frost
“[Grandpa’s Stories](#),” Langston Hughes
“[Who Has Seen the Wind?](#)” Christina Rossetti

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- Read nightly to your child. Practice site words.