

Grade 3

Unit #1 Geography and Map Skills

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **1st Marking P**
Length: **10 weeks**
Status: **Published**

Enduring Understanding

The geography of where we live influences how we live.

Essential Questions

Why is geography important?

How do natural resources affect the course of history?

How can map skills help you in your daily life?

NJ Student Learning Standards

SOC.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.
SOC.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.
SOC.6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
SOC.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.
SOC.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.
SOC.6.1.4.B.CS3	The physical environment can both accommodate and be endangered by human activities.
SOC.6.1.4.B.CS2	Places are jointly characterized by their physical and human properties.
SOC.6.1.4.B.CS1	Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.

Instructional Activities

Students create maps using cardinal directions from the school's entrance to the classroom.

Students use a map scale to measure distance between cities and other places on a map of your state.

They create and exchange quizzes and use an interactive map to check their answers.

<http://nationalgeographic.org/activity/measuring-distances-map/>

Students listen to a poem that uses cardinal directions. They use a compass rose to help describe locations of places on a world map. <http://nationalgeographic.org/activity/cardinal-directions-and-maps/>

Encourage students to discover how we rely on our global neighbors by collecting data about where in the world the goods we use every day are produced.

Students read a natural resource map and use a chart to determine the origins of goods that people use. <http://nationalgeographic.org/activity/reading-resource-map/>

How can lat/long clues, as well as what we learn about the culture and environment of different places, help us to solve a map puzzle? Students use latitude, longitude, and research on characteristics of different states and regions to solve a puzzle. <http://nationalgeographic.org/activity/latitudelongitude-puzzle/>

Work with a partner to compare and contrast the similarities and differences of a globe and map using a Venn diagram

Have students locate their town, county, New Jersey, USA, Northeast, North America on world map- Have outline of map for students to paste cut-outs of each one- Discuss-How do we fit into the world?

Cut six squares of different sizes, label squares smallest to largest beginning with town, state, country, continent, and planet, and label each square.

Google Earth- Students use maps to identify the ten cities highlighted on an image of Earth at night as seen from space.

Read “Chester the Worldly Pig and Make “Chester” with map

How does a grid help you find places on a map? Students use a map grid to describe and find locations on a zoo map and a city map. They use a grid to create a message. Have students individually demonstrate their skills in using a grid. <http://nationalgeographic.org/activity/using-grid-zoo-map/>

Have students work in groups- Each group has a different type of map population density, topographical, climate- Review the map for an area of the country and describe what the map tells about the life and work in the regions- Complete reading notes chart on map

Kahoot.it.com Map Skills

Interactive Geography Games - http://www.sheppardsoftware.com/web_games.htm

Geography Apps for Kids

<http://www.bestappsforkids.com/category/apps-for-education/geography-apps-for-kids/>

Scavenger Hunt -

Example [http://yellin.stratford.k12.nj.us/ourpages/auto/2015/6/19/54811152/2015%204th%20Grade%20NJ%](http://yellin.stratford.k12.nj.us/ourpages/auto/2015/6/19/54811152/2015%204th%20Grade%20NJ%20)

Interdisciplinary Connections

[CCSS.ELA-LITERACY.RL.3.1](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-LITERACY.RL.3.2](#)

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.\

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[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.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*.

[CCSS.ELA-LITERACY.RI.3.5](#)

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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Distinguish their own point of view from that of the author of a text.

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[CCSS.ELA-LITERACY.RI.3.9](#)

Compare and contrast the most important points and key details presented in two texts on the same topic.

[CCSS.ELA-LITERACY.W.3.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CCSS.ELA-LITERACY.W.3.7](#) Conduct short research projects that

build knowledge about a topic.

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Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Assessment

Amistad Commission NJ - <http://www.njamistadcurriculum.net/history/unit/social-studiesskills/content/4525/7696>

Classroom Map - Rubric Based http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1095617&

Travel Brochure Partner - Rubric Based

http://www.readwritethink.org/files/resources/lesson_images/lesson961/Rubric.pdf

Venn Diagram - <https://www.eduplace.com/graphicorganizer/pdf/venn.pdf>

Worksheets - <https://printables.scholastic.com/shop/prcontent/Map-skills-Grade-3/LLP-226>

Map Labeling Social Studies Alive - Our Community and

Beyond <https://www.teachtc.com/programs/elementary-school-social-studies-textbooks-and-curriculum.html> Journal Writing

Interactive Geography Games - http://www.sheppardsoftware.com/web_games.htm

Texts and Resources

Amistad Commission NJ - <http://www.njamistadcurriculum.net/history/unit/social-studiesskills/navigations/3455>

Geography Map Skills - <http://geography.about.com/od/understandmaps/a/thematicmaps.htm>

Social Studies Alive <https://www.teachtc.com/programs/elementary-school-social-studies-textbooks-andcurriculum.html>

Smart Notebook Lessons - Map Skills <http://exchange.smarttech.com/#tab=0>

Kahoot.it Map/Community Skills Third Grade Social Studies <https://getkahoot.com/>

Interactive Games on Cardinal Directions <http://mrusbaum.com/newscity/>

Geography Apps for Kids <http://www.bestappsforkids.com/category/apps-for-education/geography-apps-for-kids/>

Map Skills for Elementary Students <http://nationalgeographic.org/education/map-skills-elementary-students/>

Make Way for Ducklings by Robert McCloskey, 1941

The Once Upon a Time Map Book by B.G. Hennessy, 1999

The Lorax by Dr. Seuss

Life in a Bucket of Soil by Alvin Silverstein

A Drop Of Water by Walter Wick

Picture Books for Teaching Geography http://www.pdx.edu/geography-education/sites/www.pdx.edu.geography-education/files/Picture_Books_for_Teaching_Geography.pdf

Unit #2 Local Community History and Cultures

Content Area: **Social Studies**

Course(s): **Social Studies**

Time Period: **November**

Length: **10 weeks**

Status: **Published**

Enduring Understanding

Active citizens utilize maps to help them make sense of the world around them, including making decisions about settlement, work, and travel.

Citizens have a responsibility to their communities and to the global community.

Essential Questions

What defines a community?

How does our community fit into the global community?

How are communities started?

NJ Student Learning Standards

SOC.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.4.D.CS10	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.
SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

SOC.6.1.4.D.20
SOC.6.1.4.D.15

Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

SOC.6.3.4.CS1

Instructional Activities

Class Store/Dollars- See Barbara Stewart Choose an important person who has impacted a community, work with a team to build or construct monument, decide where it should be located in the world, and write a summary of what that person did to improve the community

Students view images of their town from long ago and describe what they see and make inferences about jobs, clothing, climate, background, etc. Students analyze older maps and compare to a map today- What do you notice is different? What is the same? What do the maps tell about the climate/ Jobs? Landmarks? Have members of historical society discuss visit and discuss changes in their town

Students choose an important person who has had an impact on the community. Work with a team to construct a monument, decide where it would be located in the world, and write a summary of what the person did to improve the community (Connect to entrepreneur objective)

Research a country and write about its traditions Interview students from different countries (need to check methods for this- e-mail, pen pals, etc.) Teacher read aloud, small groups make a poster of a country and a festival celebrated in that country, and present

Students build a longhouse to show how the Lenape uses resources efficiently

Teacher read aloud: The Little House and students illustrate the changes in a community over time

Class creates a timeline that shows the changes in Lenape environment- Bottom-Level Technological advances, deforestation to create farms, etc. Top Level- Change in community population, political influence, and economic influence

Writing about timeline

Students compare their needs and use of natural resources to the Lenape- Complete a T Chart to show differences- Are the wants we have today more important than those of the Lenape culture?

Interdisciplinary Connections

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Assessment

T-Chart Lenape <http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html> Journal Writing

Writing about Timeline - Rubric

Based http://www.readwritethink.org/files/resources/lesson_images/lesson398/rubric-timeline2.pdf

Social Studies Alive Chapter 5

<https://www.teachci.com/programs/elementary-school-social-studiestextbooks-and-curriculum.html>

Entrepreneur Paragraph Writing <http://www.studyzone.org/testprep/ela4/h/paragraphwritingrubric2.htm>

Research a Country, Write a Report, Oral Presentation or Informational Writing

<http://www.schrockguide.net/assessment-and-rubrics.html>

Texts and Resources

Lenape Life

<http://www.lenapelifeways.org/lenape1.htm> <https://www.google.com/#tbn=vid&q=Lenape+Food+>

How I Celebrate: A Young Person's Guide to the Festivals of the World by *Pam Robson and Allen Brown*

The Little House by Virginia Lee Burton

The Lenape or Delaware Indians by Herbert C. Kraft

Lenape Food by Guthrie integrated Knowledge

Lenape Indians of North America- Schlessinger Video Productions

Exploring Global Trade- Social Studies Alive- Our Community Chapter 9

Unit #3 Local Government

Content Area: **Social Studies**

Course(s): **Social Studies**

Time Period: **February**

Length: **8 weeks**

Status: **Published**

Enduring Understanding

Members of the local government are elected by and serve the needs of the community.

Essential Questions

How is the political system of the local government structured?

Why should the government serve the needs of the community?

NJ Student Learning Standards

SOC.6.1.4.A	Civics, Government, and Human Rights
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
SOC.6.1.4.A.8	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.
SOC.6.1.4.A.CS1	Rules and laws are developed to protect people's rights and the security and welfare of society.
SOC.6.1.4.A.CS6	The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
SOC.6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
SOC.6.1.4.A.CS4	There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
SOC.6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
SOC.6.3.4.CS4	Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
SOC.6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
SOC.6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.A.CS2	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
SOC.6.1.4.A.1	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.
SOC.6.1.4	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.
SOC.6.1.4.A.CS3	American constitutional government is based on principles of limited government, shared authority, fairness, and equality.

Instructional Activities

Create a class constitution, students brainstorm list of rules, organize in groups similar rules, class decide upon

Students review local laws and ordinances and discuss why it was created and how the law helps/protects

Students discuss and illustrate the words to the preamble of the Constitution

Students make a class constitution

Students participate in Volunteer Charades to identify the responsibilities of different volunteer groups- How do these groups help the community?

Students illustrate and create a slogan for a public service job

Have students review Bill of Rights and Constitution and relate to the community laws/ordinances- How do both sets of laws help/protect citizens?-

Complete Venn and open-ended response/journal entry

Students discuss and illustrate the words to the preamble of the Constitution

Interdisciplinary Connections

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Assessment

Journal Entry

Student Illustrations - Preamble/Constitution

Class Constitution

Monument Plaques

Texts and Resources

The First Six Weeks of School by Denton & Kriete

We the Kids By Bruce Catrow

Preamble School House Rock Government Video

Biography/ Volunteer Book Report

Social Studies Alive Our Community and Beyond Chapter 11

Map to the Classroom Social Studies Alive Chapter 2

Unit #4 Economics

Content Area: **Social Studies**

Course(s): **Social Studies**

Time Period: **April**

Length: **10 weeks**

Status: **Published**

Enduring Understanding

The 21st century economy is driven by service, information, knowledge, and information.

Essential Questions

How do communities and individuals use scarce capital and human/natural resources to satisfy their needs?

How do incentives, values, and traditions influence economic decisions?

NJ Student Learning Standards

SOC.6.1.4.C.7

Explain how the availability of private and public goods and services is influenced by the global market and government.

SOC.6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
SOC.6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
SOC.6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
SOC.6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
SOC.6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
SOC.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.
SOC.6.1.4.C.CS7	Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.
SOC.6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
SOC.6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.6.1.4.C.CS2	Economics is a driving force for the occurrence of various events and phenomena in societies.
SOC.6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
SOC.6.1.4.C.13	Examine the qualities of entrepreneurs in a capitalistic society.
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.C.CS5	Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.
SOC.6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
SOC.6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
SOC.6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
SOC.6.1.4.C.CS3	Interaction among various institutions in the local, national, and global economies influence policy making and societal outcomes.
SOC.6.1.4.C.CS8	Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
SOC.6.1.4.C.CS4	Availability of resources affects economic outcomes.
SOC.6.1.4.C.4	Describe how supply and demand influence price and output of products.
SOC.6.1.4.C.CS6	Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.

Instructional Activities

Mock Shark Tank

Student keep a checkbook and balance it with classroom rewards for deposits and debits for consequences Students can play store and bank

Shopping spree day using credit cards. Students will catalog shop, charge on student created credit card, and calculate actual cost having used credit

Stock Market following. Students will chose a stock, invest, and keep track monthly

Teacher reads aloud *Green City* and students identify a want/need and create a petition for the want/need

Students look in the yellow pages and make a chart of the types of businesses in the area- Tally number of physicians, plumbers, stores, etc. What does this tell us about what our community produces? What resources do we use? The economy of the community is based on what?

Compare to another community

Students are assigned a group project that is set up as a scarcity situation where there are not enough school supplies. Students describe the problem, discuss possible solutions, make connections with their lives, and complete project

using their decided solution

Students role play buyer and seller trying to meet the objective of earning the most money or buying the most product- Classroom Fruit Market

Students research prices of current everyday food items in the newspaper, discuss the reasoning for high or low prices using supply and demand terminology- How does supply and demand affect the prices?

Global trade web –Manual pg. 112 and Reading Further with Student Handout 9B

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[CCSS.ELA-LITERACY.RI.3.9](#) Compare and contrast the most important points and key details presented in two texts on the same topic.

[CCSS.ELA-LITERACY.W.3.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CCSS.ELA-LITERACY.W.3.7](#) Conduct short research projects that build knowledge about a topic.

[CCSS.ELA-LITERACY.W.3.8](#) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

[CCSS.ELA-LITERACY.W.3.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Assessment

Journal Response to speaker (rubric assessment)

Petition for wants/ needs

Chart of businesses

Role Play - participation - Use partnership for Fruit Market Activity (Social Studies Alive - Chapter 8, Experiential Exercise 8)

High/ Low demand ads - journal response

Placemats strategy- http://www.stma.k12.mn.us/documents/DW/Q_Comp/FormativeAssessStrategies.pdf

Economics - Interactive Games http://pbskids.org/itsmylife/games/mad_money_flash.html

Texts and Resources

Money Matters Project

<http://www.marion.k12.fl.us/dept/cur/socialstudies/americanhistory/extra/file/3rd%20Powell%20Final.PDF>

Economics Lesson Plans <http://classroom.jc-schools.net/SS-units/economics.htm>

Economics for Kids - Resources <http://www.socialstudiesforkids.com/subjects/economics.htm>

A Chair for My Mother by Vera B. Williams

Bikes for Rent! by Isaac Olaleye

If You Made a Million by David M. Schwartz

Isabel's Car Wash by Sheila Bair

Making Cents by Elizabeth Keeler Robinson