

Barrington  
School District

Haddon Heights  
School District

Lawnside  
School District

Merchantville  
School District

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**Course Name: Social Studies**

**Grade: 3**

**Board Approved: AUGUST 2018**

\*All curriculum is aligned with the NJSLS in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

for  
Social Studies  
INTRODUCTION

### Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

**Mission:** *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

**Vision:** An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

### Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.<sup>2</sup>

Social studies instruction occurs throughout the P-12 spectrum:

- At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences,

and respect for diversity.

· In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

· In grades **5-8**, students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

· In grades **9-12**, students continue to study U.S. History and World History/Global Studies. They consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills. By the end of grade 12, students have a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

### **Revised Standards**

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Minor revisions were made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

### ***The Role of Essential Questions***

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

#### **A. Civics, Government, and Human Rights**

- How do citizens, civic ideals, and government institutions 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, individual responsibility, equality, and respect for human dignity?

#### **B. Geography, People, and the Environment**

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

**C. Economics, Innovation, and Technology**

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

**D. History, Culture, and Perspectives**

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

***Organization of the Standards***

The organization and content of the 2014 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

| Standard                               | Grade Level | Organization      |
|--|-------------|-------------------|
| 6.1 U.S. History: America in the World | P-4         | By strand only    |
|  | 5-8         | By era and strand |
|  | 9-12        | By era and strand |
| 6.2 World History/Global Studies       | 5-8         | By era and strand |
|  | 8-12        | By era and strand |

|  |      |                |
|--|------|----------------|
| 6.3 Active Citizenship in the 21st Century | P-4  | By strand only |
|  | 5-8  | By strand only |
|  | 9-12 | By strand only |

The organizational scheme of the social studies standards highlights the interrelationship among government/civics, economics, and geography during each time period throughout history. (For a full listing of the eras studied, see the Social Studies Timeframe Table.)

In addition, the integration of social studies content *and* skills is essential for understanding and for developing habits of mind that are necessary for students to become informed citizens and contributing members of society. Thus, four key social studies skills (chronological thinking, spatial thinking, critical thinking, and presentational skills) have been identified and elaborated for the three K-12 grade clusters (K-4, 5-8, 9-12). These skills should be systematically integrated into instruction and assessed in conjunction with content. (See the Social Studies Skills Table).

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|---|--|
| <p><b>STANDARD: 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.</b></p> |  |
| <p><b>Unit 1: The Three Branches of Government</b></p>  |  |
| <p><b>ESTABLISHED GOAL</b></p>  | <p><b>TRANSFER</b></p>   |
| <p>6.1.4.A.3<br/>American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</p>   | <p><i>Students will be able to independently use their knowledge to...</i><br/>                     Recognize the United States democratic system requires active participation of its citizens.<br/>                     Describe how government protects the rights and property of individuals.<br/>                     Differentiate that government exists at various levels- the local (community-Barrington), state (New Jersey), and national (United States) levels.<br/>                     Evaluate the basic principles held by American citizens include the rights to life, liberty, and the pursuit of happiness; and equality under the law.</p> |
|   | <p><b>MEANING</b></p>  |

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|--|--|---|
| <p>6.1.4.A.4, 5, 6<br/>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.</p> <p>6.1.4.A.7, 8<br/>In a representative democracy, individuals elect representatives to act on the behalf of the people.<br/>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>6.1.4.A.11, 12<br/>The United States democratic system requires active participation of its citizens.</p> | <p>UNDERSTANDINGS<br/><i>Students will</i></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.</li> <li>● Distinguish the roles and responsibilities of the three branches of the national government.</li> <li>● Explain how national and state governments share power in the federal system of government.</li> <li>● Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at the local, state, or national level</li> </ul> | <p>ESSENTIAL QUESTIONS</p> <p>How does the Constitution prevent the government from abusing its power?</p> <p>What are the duties and responsibilities of the legislative, executive, and judicial branches of government?</p> <p>How does the system of checks and balances work to make the three branches of government responsible to each other and to the people?</p> |
| <p><b>Unit 1: Grade Level 3 - Lessons</b></p>  |  |   |

| <p><b>Lesson 1: 6.1.4.A.</b><br/>                 Government exists at the local (community-[Barrington]), state (New Jersey), and national (United States) levels. Discuss local government of Barrington. Discuss state level government, and discuss national level. <a href="#">Brainpop Local and State government</a></p> <p><b>Lesson 2: 6.1.4.A.</b><br/>                 Create a town (Barrington)Timeline from time of existence to present day.</p> <p><b>Lesson 3: 6.1.4.A.</b><br/> <a href="#">Brainpop Branches of Government</a><br/>                 Introduce vocabulary associated with Branches of Government. Cut out vocab cards. Discuss words and what they mean. Play "Kahoot" vocab game. <a href="#">Government</a><br/>                 Identify the role of the Executive Branch of Government. Read "Executive Branch" in the Branches of Government.. Complete the activity with a partner, identifying information about the Executive Branch. Check answers together.</p> <p><b>Lesson 4: 6.1.4.A.</b><br/> <a href="#">Government Resources</a><br/>                 Identify the role of the Executive Branch of Government. Intro "My Government Flipbook". Fold and cut flaps. Review/recall info about the Exec Branch of Government.</p> <p><b>Lesson 5: 6.1.4.A.</b><br/>                 Identify the role of the Legislative Branch of Government. Read information in Branches of Government.. Complete activity with a partner. If time remains, complete "Legislative Branch" in the "My Government Flipbook".</p> <p><b>Lesson 6: 6.1.4.A.</b><br/>                 Identify the role of the Judicial Branch of Government. Read the information and complete the activity with a partner. If time remains, add info about the Judicial Branch to our "My Government Flipbook".</p> <p><b>Lesson 7: 6.1.4.A.</b><br/>                 Identify roles in each of the three branches of Government. Review 3 Branches of Government. Prepare for assessment in the next class period. Play Kahoot! or another review game to identify roles of each branch. <a href="#">Three Branches Quiz</a></p> <p><b>Lesson 8: 6.1.4.A.</b><br/>                 Assessment-Court Trial Project attached in suggested performance task</p> |  |   |  |
|--|--|---|--|
| District/School Formative Assessment Plan  |  | District/School Summative Assessment Plan   |  |
| <p><b>Think pair share</b><br/> <b>Turn and talk</b><br/> <b>Clock partners</b><br/> <b>Exit/Admin ticket</b><br/> <b>Round Robin</b><br/> <b>Quizzes</b><br/> <b>Homework</b><br/> <b>Strategic questioning</b></p>   |  | <p><i>Court Trial Project</i></p>   |  |
| Alternative Assessments  |  |   |  |
| Evaluative Criteria  |  | Assessment Evidence   |  |
| <p><b>Suggested Performance Rubric:</b> Marzano Proficiency Scale<br/>                 4 - Advanced<br/>                 3 - Achieving<br/>                 2 - Developing<br/>                 1 - Beginning</p>  |  | <p><b>Suggestion: Performance Task</b><br/> <b>Fairy Tale Mock Trial</b><br/> <a href="#">Fairy Tale Trial Learnquest</a><br/> <br/> <a href="#">Trial Preview Resource</a></p> |  |
| District/School Texts  |  | District/School Supplementary Resources   |  |
| <p><i>Studies Weekly (Merchantville):Welcome to Second Grade &amp; Rules and Responsibility</i><br/> <i>Harcourt Socials Studies (Lawnside)</i><br/> <i>Social Studies Alive (Barrington)</i><br/> <i>Teacher created resources</i></p>  |  | <p><i>Scholastic News</i><br/> <i>Geography Spin</i><br/> <i>Brainpop/Brainpopjr.</i></p>   |  |



| <b>Interdisciplinary Connections</b>   |  |  |
|--|--|--|
| <p><b>ELA</b><br/>                     R.L.3.1<br/>                     R.I.3.1<br/>                     R.I.3.2<br/>                     R.L.3.2<br/>                     R.I.3.3<br/>                     R.L.3.3<br/>                     W.3.1</p>   | <p><b>Math</b><br/>                     3.MD.A.2<br/>                     3.MP.1<br/>                     3.MP.2<br/>                     3.MP.3</p>   | <p><b>Science</b></p>  |
| <p><b>21st Century Skills/Career Education</b><br/>                     CRP2. Apply appropriate academic and technical skills.<br/>                     CRP3. Attend to personal health and financial well-being.<br/>                     CRP4. Communicate clearly and effectively and with reason.<br/>                     CRP5. Consider the environmental, social and economic impacts of decisions.<br/>                     CRP6. Demonstrate creativity and innovation.<br/>                     CRP7. Employ valid and reliable research strategies.<br/>                     CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br/>                     CRP11. Use technology to enhance productivity.<br/>                     CRP12. Work productively in teams while using cultural global competence.<br/>                     9.2.4.A.2<br/>                     9.3.GV.1</p> | <p><b>Technology</b><br/> <b>8.1</b></p>   |  |
| <b>Modifications and Accommodations</b>  |  |  |
| <p><b>Special Education Students</b><br/> <b>Small group</b><br/> <b>Direct instruction</b><br/>                     restate/rephrase<br/>                     graphic organizers<br/>                     modified assignments<br/>                     chunking<br/>                     leveled text<br/>                     intentional grouping<br/>                     read text<br/>                     extended time<br/>                     breaks</p>  | <p><b>English Language Learners</b><br/> <b>Labels</b><br/>                     word banks<br/>                     visuals<br/>                     student friendly definitions<br/>                     extended time<br/>                     chunking<br/>                     intentional grouping</p> | <p><b>Students at Risk of School Failure</b><br/>                     leveled text<br/>                     graphic organizers<br/>                     modified assignments<br/>                     kinesthetic activities<br/>                     restate/rephrase<br/>                     chunking<br/>                     intentional grouping</p> |

|   |  |  |
|---|--|--|
| <p>Gifted and Talented extension project<br/>                 leveled text<br/>                 leadership roles<br/>                 intentional grouping<br/>                 Targeted learning from assessment</p> | <p>Students with 504 Plans<br/>                 breaks<br/>                 chunking<br/>                 preferential seating<br/>                 visual reminders<br/>                 restate/rephrase<br/>                 check-in/check-out system<br/>                 visual time</p> |  |
| <p><b>Unit Duration: Instructional Days</b></p>   |  |  |
| <p><i>40 days</i></p>   |  |  |

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| <p><b>STANDARD: 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.</b></p> |
| <p><b>Unit 2: Natural Resources and Climate Impacts</b></p>   |

| ESTABLISHED GOALS   | TRANSFER  |  |         |  |   |  |
|---|---|--|---------|--|---|--|
| <p>6.1.4.B.1, 2, 3<br/>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p>  | <p><i>Students will be able to independently use their knowledge to...</i><br/>                     Recognize map features including a title, map legend/key, and compass rose.<br/>                     Investigate geographical regions based on their own characteristics. (coastal, mountain, valley, river, lake)<br/>                     Evaluate characteristics to determine the use of natural resource, goods, and products.<br/>                     Determine characteristics of climate and environment meet certain needs. (seasons)<br/>                     Find out how archaeology is another way to understand that environment changes</p>   |  |         |  |   |  |
| <p>6.1.4.B.8<br/>Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.</p>   | <table border="1"> <thead> <tr> <th colspan="2" data-bbox="663 347 1873 401">MEANING</th> </tr> </thead> <tbody> <tr> <td data-bbox="663 401 1230 1433"> <p>UNDERSTANDINGS<br/><i>Students will</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</li> <li>● 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.</li> <li>● 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.</li> <li>● Compare and contrast ways people choose to use and distribute natural resources.</li> </ul> </td> <td data-bbox="1230 401 1873 1433"> <p>ESSENTIAL QUESTIONS</p> <p>How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</p> <p>Why are maps useful?</p> <p>How can you use a map to explain locations and spatial relationships?</p> <p>Why do you use a specific type of map(political vs.physical)?</p> <p>How do the weather and climate of a region affect the land, living things, and economic activities?</p> <p>What are the physical features of a region and why do they matter?</p> </td> </tr> </tbody> </table> |  | MEANING |  | <p>UNDERSTANDINGS<br/><i>Students will</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</li> <li>● 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.</li> <li>● 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.</li> <li>● Compare and contrast ways people choose to use and distribute natural resources.</li> </ul> | <p>ESSENTIAL QUESTIONS</p> <p>How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</p> <p>Why are maps useful?</p> <p>How can you use a map to explain locations and spatial relationships?</p> <p>Why do you use a specific type of map(political vs.physical)?</p> <p>How do the weather and climate of a region affect the land, living things, and economic activities?</p> <p>What are the physical features of a region and why do they matter?</p> |
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| <p><b>Unit 2: Grade 3 - Lessons</b></p>   |   |  |         |  |   |  |

**Lesson 1: 6.1.4.B.**

Goal- introduce student goal

The goal of your team is to give information about different regions in the US to companies who are looking for a place to start a new business. To do this you need to look at climate, physical features, natural resources, and man-made resources in different regions.

[Brainpop Landforms](#)

[Brainpop reading maps](#)

[Brainpop Fast Land Changes](#)

[Brainpop Slow Land Changes](#)

[Brainpop Natural Resources](#)

[Region Resources](#)

[Region Resources](#)

[Region Resources](#)

[Region Resources](#)

[Region Resources](#)

[Region Resources](#)

[Northeast Region Resources](#)

[Southeast Region Resources](#)

[Water/Landforms Resources](#)

[Water/Landforms Resources](#)

**Lesson 2: 6.1.4.B.**

[Career Video](#) - Show from 28 seconds- 46 seconds or

[Career Video](#)

Role-You work for a marketing research company. A market research company collects information on different topics and gives it to their clients. You and your team will be doing research on different regions in the United States.

Audience- keeping your audience in mind- they are the owners of a company that is thinking of starting a new business in a new region. They will need the information you collect on different regions to make the best decision about their business.

**Lesson 3: 6.1.4.B.**

Situation- You work for a marketing research company and you team has been hired to conduct research on regions. Your research must show the different types of regions and the way the climates, physical features, natural resources and man-made resources affect life there. Regions are separated based on their physical characteristics and natural resources. The physical and environmental characteristics of a region affect the way humans and animals survive in a particular area. The climate in a particular region also can affect the community. For example, a community in a desert region would function in a very different manner than a community in a coastal region simply because their climates are very different.

Create small groups for research activity.

**Lesson 4: 6.1.4.B.**

**Guiding videos for conducting research**

[Guiding Video on Natural Resources](#)

[Guiding Video Maps](#)

[Guiding Video Using Geographical Information](#)

[Guided Video Regions](#)

Collect questions to guide research.

What is the climate and weather within the region?

What are natural resources within the region?

What are man-made resources within the region?

How will you construct the map? (include title, key, compass rose, and a scale)

Map content- major crops, natural resources, larger cities, physical features such as mountains rivers plains, or plateaus

Research to find accurate facts and details about the region

**Lesson 5: 6.1.4.B.**

Allow time for adequate research to complete the product of choice based on the task.

(Brochure, Slideshow, Poster, E-photobook)

| District/School Formative Assessment Plan  |  | District/School Summative Assessment Plan  |
|--|--|--|
| <b>Think pair share</b><br><b>Turn and talk</b><br><b>Clock partners</b><br><b>Exit/Admin ticket</b><br><b>Round Robin</b><br><b>Quizzes</b><br><b>Homework</b><br><b>Strategic questioning</b>                      |  | Market/Research project with a product of choice.<br><a href="#">Brochure Rubric</a><br><a href="#">Powerpoint presentation Rubric</a><br><a href="#">Map Rubric</a><br><a href="#">E-photobook Rubric</a> |
| Alternative Assessments  |  |  |
| Evaluative Criteria  | Assessment Evidence  |  |
| <b>Suggested Performance Rubric:</b><br>Marzano Proficiency Scale<br>4 - Advanced:<br>3 - Achieving:<br>2 - Developing<br>1 - Beginning  | <b>Suggestion: Performance Task</b><br>When companies want to open a new business or store, they have to think about where to do it. Learning about different regions is the first thing the company will need to do. If they want to open a business somewhere, they have to make sure the location has the resources they need. They may want to look at the land features in a region. They will also have to make sure the weather and climate of the region are appropriate.<br><br>In this task, you work for a market research company that can find out all of this information about different regions in the United States. Other companies will be counting on you and your team to get them the information they need about different locations. Based on what you tell them, they can decide where to start a new business or open a new store. |  |
| District/School Texts  |  | District/School Supplementary Resources  |
| <i>Studies Weekly (Merchantville): Welcome to Second Grade &amp; Rules and Responsibility</i><br><i>Harcourt Socials Studies (Lawnside)</i><br><i>Social Studies Alive (Barrington)</i><br>Teacher created resources |  | <i>Scholastic News</i><br><i>Geography Spin</i><br>brainpop/brainpopjr.  |
| Interdisciplinary Connections  |  |  |
| <b>ELA</b><br>R.I.3.1<br>R.I.3.2<br>R.I.3.3<br>W.3.2   | <b>Math</b><br>3.MD.A.2  | <b>Science</b><br>3ESS2-1<br>3ESS2-2<br>3ESS3-1<br>3LS4-1  |

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| <p><b>21st Century Skills/Career Education</b><br/>                 CRP2. Apply appropriate academic and technical skills.<br/>                 CRP4. Communicate clearly and effectively and with reason.<br/>                 CRP5. Consider the environmental, social and economic impacts of decisions.<br/>                 CRP6. Demonstrate creativity and innovation.<br/>                 CRP7. Employ valid and reliable research strategies.<br/>                 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br/>                 CRP11. Use technology to enhance productivity.<br/>                 CRP12. Work productively in teams while using cultural global competence.<br/>                 9.3.12.BM-MGT.3<br/>                 9.3.12.BM-MGT.4<br/>                 9.3.12.BM-MGT.5<br/>                 9.3.12.BM-MGT.7<br/>                 9.3.12.BM-MGT.8<br/>                 9.3.MN.1<br/>                 9.3.MK.1<br/>                 9.3.MK.2<br/>                 9.3.MK.9<br/>                 9.3.MK.10<br/>                 9.3.ST.1<br/>                 9.3.ST.2<br/>                 9.3.12.TD.1<br/>                 9.3.12.TD.3</p> | <p><b>Technology</b><br/>                 8.1<br/>                 8.2</p>  |   |
| <p><b>Modifications and Accommodations</b></p>   |   |   |
| <p><b>Special Education Students</b><br/>                 Small group<br/>                 Direct instruction<br/>                 restate/rephrase<br/>                 graphic organizers<br/>                 modified assignments<br/>                 chunking<br/>                 leveled text<br/>                 intentional grouping<br/>                 read text<br/>                 extended time<br/>                 breaks</p>  | <p><b>English Language Learners</b><br/>                 Labels<br/>                 word banks<br/>                 visuals<br/>                 student friendly definitions<br/>                 extended time<br/>                 chunking<br/>                 intentional grouping</p> | <p><b>Special Education Students</b><br/>                 Small group<br/>                 Direct instruction<br/>                 restate/rephrase<br/>                 graphic organizers<br/>                 modified assignments<br/>                 chunking<br/>                 leveled text<br/>                 intentional grouping<br/>                 read text<br/>                 extended time<br/>                 breaks</p> |

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| <b>Gifted and Talented extension project</b><br><b>leveled text</b><br><b>leadership roles</b><br><b>intentional grouping</b><br><b>Targeted learning from assessment</b> | <b>Students with 504 Plans</b><br><b>breaks</b><br><b>chunking</b><br><b>preferential seating</b><br><b>visual reminders</b><br><b>restate/rephrase</b><br><b>check-in/check-out system</b><br><b>visual time</b> |  |
| <b>Unit Duration: Instructional Days</b>  |   |  |
| <i>40 days</i>  |   |  |

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|---|--|
| <p><b>STANDARD: 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.</b></p> |  |
| <p><b>Unit 3: Supply and Demand</b></p>   |  |
| <p><b>ESTABLISHED GOALS</b></p>   | <p><b>TRANSFER</b></p>   |
| <p>6.1.4.C.3, 4, 5<br/>Economics is a driving force for the occurrence of various events and phenomena in societies.</p> <p>6.1.4.C.10, 11</p>  | <p><i>Students will be able to independently use their knowledge to...</i><br/>                     Consider the environmental, social and economic impacts of decisions.<br/>                     Determine that resources are used to produce goods and services.<br/>                     Identify people as both producers and consumers<br/>                     Explain how producers of goods and services are influenced by natural, human, and capital resources.<br/>                     Understand that people and regions specialize because they cannot produce everything they want.<br/>                     Deduce that people must make economic choices because resources are limited (scarcity).</p> |
|   | <p><b>MEANING</b></p>  |



Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.

UNDERSTANDINGS

*Students will*

- Explain why incentives vary between and among producers and consumers
- Describe how supply and demand influence price and output of products.
- Explain the role of specialization in the production and exchange of goods and services.
- Explain the role of money, savings, debt, and investment in individuals' lives.
- Recognize the importance of setting long-term goals when making financial decisions within the community.

ESSENTIAL QUESTIONS

How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources?  
 What are the possible consequences of these decisions for individuals, groups, and societies?

How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

What is a good?

What is a service?

What is a producer?

What is a consumer?

How does supply work?

How does demand work?

Unit 3: Grade 3 - Lessons

**Lesson 1: 6.1.4.C.**

[Brainpop Goods and Services](#)

Introduce vocabulary in relation with a business plan (recipe, product name, accounting, competition, green choices, weather, financing, money box, focus groups, supplies, budget, branding, global reach, hours of operation, internet, merge, partnership, media attention, payment terms, press release, packaging, regulations, quality control, sales pitch, safety, security, and acquisitions)

[Lemonade Economics](#)

[Lemonade Economics](#)

[General Economics Read Passage/Quiz](#)

[Additional Economics Unit Materials](#)

**Lesson 2: 6.1.4.C.**

Determine a product name, business name, and employees for the lemonade. What is the recipe you will use?

**Lesson 3: 6.1.4.C.**

Discuss sales pitch and branding. Choose your pitch and branding.

**Lesson 4: 6.1.4.C.**

Think about budgeting and determine a budget for your lemonade stand

**Lesson 5: 6.1.4.C.**

Determine the packaging and sustainability

**Lesson 6: 6.1.4.C.**

What will you do for quality control, safety, and security for your stand?

**Lesson 7: 6.1.4.C.**

Determine acquisitions

**Lesson 8: 6.1.4.C.**

Apply knowledge to keep an accounting log

**Lesson 9: 6.1.4.C.**

Compare and contrast your competition, merging, and partnerships

**Lesson 10: 6.1.4.C.**

Select distribution methods

**Lesson 11: 6.1.4.C.**

Examine weather patterns, location, and hours of operation

**Lesson 12: 6.1.4.C.**

Evaluate the supplies, financing, money box, and payment terms

**Lesson 13: 6.1.4.C.**

focus group, global reach, internet, marketing, media attention, press release, market research

**Lesson 14: 6.1.4.C.**

Outline the regulations in your area

**Lesson 15: 6.1.4.C.**

Present your business plan proposal

| District/School Formative Assessment Plan   |                        | District/School Summative Assessment Plan |
|---|------------------------|---|
| <b>Think pair share</b><br><b>Turn and talk</b><br><b>Clock partners</b><br><b>Exit/Admin ticket</b><br><b>Round Robin</b><br><b>Quizzes</b><br><b>Homework</b><br><b>Strategic questioning</b> | Business proposal plan |   |
| Alternative Assessments   |                        |   |
| Evaluative Criteria   | Assessment Evidence    |   |

**Social Studies Curriculum - Grade 3**

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| <p><b>Suggested Performance Rubric:</b> Marzano Proficiency Scale<br/>         4 - Advanced<br/>         3 - Achieving<br/>         2 - Developing<br/>         1 - Beginning</p>  | <p><b>Suggestion: Performance Task</b><br/>         Using your entrepreneurial skill create a business plan based running your lemonade stand keeping in mind goods, service, producers, consumers, supply and demand.</p> |   |
| <p><b>District/School Texts</b></p>  |  | <p><b>District/School Supplementary Resources</b></p>   |
| <p><i>Studies Weekly (Merchantville): Welcome to Second Grade &amp; Rules and Responsibility</i><br/> <i>Harcourt Socials Studies (Lawnside)</i><br/> <i>Social Studies Alive (Barrington)</i><br/> <i>Teacher created resources</i></p> |  | <p><i>Scholastic News</i><br/> <i>Geography Spin</i><br/> <i>brainpop/brainpopjr.</i><br/> <a href="#">Maps</a><br/> <a href="#">State Maps</a></p> |
| <p><b><u>Interdisciplinary Connections</u></b></p>   |  |   |
| <p><b>ELA</b><br/>         R.I.3.1<br/>         R.I.3.2<br/>         R.I.3.3</p>   | <p><b>Math</b><br/>         3.NBT.A.1<br/>         3.NBT.A.2<br/>         3.OA.C.7<br/>         3.MD.A.2</p>   | <p><b>Science</b><br/>         3ESS2-1<br/>         3ESS2-2<br/>         3ESS3-1</p>  |

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| <p><b>21st Century Skills/Career Education</b><br/>                 CRP1. Act as a responsible and contributing citizen and employee.<br/>                 CRP2. Apply appropriate academic and technical skills.<br/>                 CRP3. Attend to personal health and financial well-being.<br/>                 CRP4. Communicate clearly and effectively and with reason.<br/>                 CRP5. Consider the environmental, social and economic impacts of decisions.<br/>                 CRP6. Demonstrate creativity and innovation.<br/>                 CRP7. Employ valid and reliable research strategies.<br/>                 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br/>                 CRP9. Model integrity, ethical leadership and effective management.<br/>                 CRP10. Plan education and career paths aligned to personal goals.<br/>                 CRP11. Use technology to enhance productivity.<br/>                 CRP12. Work productively in teams while using cultural global competence.<br/>                 9.1.4.A.1<br/>                 9.1.4.A.2<br/>                 9.1.4.A.3<br/>                 9.2.4.A.1<br/>                 9.3.12.AG.1<br/>                 9.3.12BM.1<br/>                 9.3.12.BM.3<br/>                 9.3.12.BM.5<br/>                 9.3.12.BM.6<br/>                 9.3.12.BM–MGT.6<br/>                 9.3.12.BM–MGT.8<br/>                 9.3.12.FN.2</p> | <p><b>Technology</b><br/> <b>8.1</b></p> |  |
| <p><b>Modifications and Accommodations</b></p>  |  |  |

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| <p><b>Special Education Students</b><br/> <b>Small group</b><br/> <b>Direct instruction</b><br/> <b>restate/rephrase</b><br/> <b>graphic organizers</b><br/> <b>modified assignments</b><br/> <b>chunking</b><br/> <b>leveled text</b><br/> <b>intentional grouping</b><br/> <b>read text</b><br/> <b>extended time</b><br/> <b>breaks</b></p> | <p><b>English Language Learners</b><br/> <b>Labels</b><br/> <b>word banks</b><br/> <b>visuals</b><br/> <b>student friendly definitions</b><br/> <b>extended time</b><br/> <b>chunking</b><br/> <b>intentional grouping</b></p>         | <p><b>Special Education Students</b><br/> <b>Small group</b><br/> <b>Direct instruction</b><br/> <b>restate/rephrase</b><br/> <b>graphic organizers</b><br/> <b>modified assignments</b><br/> <b>chunking</b><br/> <b>leveled text</b><br/> <b>intentional grouping</b><br/> <b>read text</b><br/> <b>extended time</b><br/> <b>breaks</b></p> |
| <p><b>Gifted and Talented</b><br/> <b>extension project</b><br/> <b>leveled text</b><br/> <b>leadership roles</b><br/> <b>intentional grouping</b><br/> <b>Targeted learning from assessment</b></p>   | <p><b>Students with 504 Plans</b><br/> <b>breaks</b><br/> <b>chunking</b><br/> <b>preferential seating</b><br/> <b>visual reminders</b><br/> <b>restate/rephrase</b><br/> <b>check-in/check-out system</b><br/> <b>visual time</b></p> |  |
| <p><b>Unit Duration: Instructional Days</b></p>  |  |  |
| <p><i>40 days</i></p>  |  |  |

**STANDARD: 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.**

**Unit 4: Understanding the purpose of founding documents**

| ESTABLISHED GOALS  | TRANSFER  |  |
|--|---|--|
| <p>6.1.4.D.5, 6<br/>Key historical events, documents, and individuals led to the development of our nation.</p> <p>6.1.4.D.17<br/>Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</p>  | <p><i>The student will be able to independently use their knowledge to:<br/>Understand the documents (Mayflower Compact, Bill of Rights, Declaration of Independence, and the Constitution) that created the foundation of our existing government.</i></p>   |  |
|  | MEANING   |  |
| <p>UNDERSTANDINGS<br/><i>Students will</i></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</li> <li>● Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</li> </ul> | <p>ESSENTIAL QUESTIONS</p> <p>How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</p> <p>How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</p> <p>What is the Bill of Rights?</p> <p>What is the Declaration of Independence?</p> <p>What is the Constitution?</p> <p>What is the Mayflower Compact?</p> |  |

**Unit 4: Grade 3 - Lessons**

| <p><b>Lesson 1: 6.1.4.D.</b><br/>                 What is the Mayflower Compact? <a href="#">Mayflower Compact</a><br/>                 Mayflower Compact influences- Direct democracy/Majority Rules</p> <p><b>Lesson 2: 6.1.4.D.</b><br/>                 Who are the founding fathers? <a href="#">Founding Fathers</a><br/> <a href="#">Scroll down through the resources</a></p> <p><b>Lesson 3: 6.1.4.D.</b><br/>                 What is the bill of Rights? <a href="#">Bill of Rights Lesson</a><br/> <a href="#">Ben's Guide to the Bill of Rights</a><br/>                 School House Rocks Bill of Rights<br/> <a href="#">How a law is made</a><br/> <a href="#">Amistad Website Teacher Resources</a><br/> <a href="#">Scroll down through the resources</a></p> <p><b>Lesson 4: 6.1.4.D.</b><br/>                 What is the Declaration of Independence? <a href="#">Declaration of Independence</a><br/>                 Declaration of Independence influences- Consent of the Governed and Individual/Minority Rights<br/> <a href="#">Amistad Website Teacher Resources</a><br/> <a href="#">Separate is Never Equal read aloud</a><br/> <a href="#">Lillian's Right to Vote: A Celebration of the Voting Rights Act 1965</a><br/> <a href="#">Granddaddy's Turn A Journey to the Ballot Box</a></p> <p><b>Lesson 5: 6.1.4.D.</b><br/>                 What is the Constitution? <a href="#">Constitution</a><br/> <a href="#">Scroll down through the resources</a></p> <p><b>Lesson 6: 6.1.4.D.</b><br/>                 What is the Mayflower Compact? <a href="#">Mayflower Compact</a></p> <p><b>Lesson 7: 6.1.4.D.</b><br/>                 Historical roles of symbols, monuments, holidays- <a href="#">symbols, monuments, and holidays</a></p> <p><b>Lesson 8: 6.1.4.D.</b><br/>                 Evaluate information gathered from previous lessons. Form an opinion claim with evidence for which document you believe is the most important document. Host a debate based on your opinion essay.</p> |   |
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| District/School Formative Assessment Plan  | District/School Summative Assessment Plan   |
| <p><b>Think pair share</b><br/> <b>Turn and talk</b><br/> <b>Clock partners</b><br/> <b>Exit/Admin ticket</b><br/> <b>Round Robin</b><br/> <b>Quizzes</b><br/> <b>Homework</b><br/> <b>Strategic questioning</b></p>   | <p>Write an opinion essay with a claim and evidence of what document you believe is the most important United States document. Support your claim with evidence. Host a debate on which document was the most important document.</p> |
| Alternative Assessments  |   |
| Evaluative Criteria  | Assessment Evidence   |

Social Studies Curriculum - Grade 3

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| <p><b>Suggested Performance Rubric:</b> Marzano Proficiency Scale<br/>         4 - Advanced<br/>         3 - Achieving<br/>         2 - Developing<br/>         1 - Beginning</p>   | <p><b>Suggestion: Performance Task</b><br/>         Washington D.C. Tour Project- <a href="https://www.socialstudies.org/publications/ssyl/march-april2011/founding_documents_and_national_symbols_a_third_grade_webquest">https://www.socialstudies.org/publications/ssyl/march-april2011/founding_documents_and_national_symbols_a_third_grade_webquest</a></p> |   |
| <p><b>District/School Texts</b></p>   |   | <p><b>District/School Supplementary Resources</b></p>                                     |
| <p><i>Studies Weekly (Merchantville): Welcome to Second Grade &amp; Rules and Responsibility</i><br/> <i>Harcourt Socials Studies (Lawnside)</i><br/> <i>Social Studies Alive (Barrington)</i><br/> <i>Teacher created resources</i></p>  |   | <p><i>Scholastic News</i><br/> <i>Geography Spin</i><br/> <i>brainpop/brainpopjr.</i></p> |
| <p><b><u>Interdisciplinary Connections</u></b></p>  |   |   |
| <p><b>ELA</b><br/>         R.I.3.1<br/>         R.I.3.2<br/>         R.I.3.3<br/>         R.I.3.8<br/>         W.3.1</p>  | <p><b>Math</b></p>  | <p><b>Science</b></p>   |
| <p><b>21st Century Skills/Career Education</b><br/>         CRP2. Apply appropriate academic and technical skills.<br/>         CRP4. Communicate clearly and effectively and with reason.<br/>         CRP5. Consider the environmental, social and economic impacts of decisions.<br/>         CRP6. Demonstrate creativity and innovation.<br/>         CRP7. Employ valid and reliable research strategies.<br/>         CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br/>         CRP11. Use technology to enhance productivity.<br/>         CRP12. Work productively in teams while using cultural global competence.<br/>         9.2.4.A.2<br/>         9.3.GV.1<br/>         9.3.GV.4<br/>         9.3.GV-GOV.1<br/>         9.3.GV-GOV.2</p> | <p><b>Technology</b><br/> <b>8.1</b></p>  |   |
| <p><b>Modifications and Accommodations</b></p>  |   |   |



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| <p><b>Special Education Students</b><br/> <b>Small group</b><br/> <b>Direct instruction</b><br/> <b>restate/rephrase</b><br/> <b>graphic organizers</b><br/> <b>modified assignments</b><br/> <b>chunking</b><br/> <b>leveled text</b><br/> <b>intentional grouping</b><br/> <b>read text</b><br/> <b>extended time</b><br/> <b>breaks</b></p> | <p><b>English Language Learners</b><br/> <b>Labels</b><br/> <b>word banks</b><br/> <b>visuals</b><br/> <b>student friendly definitions</b><br/> <b>extended time</b><br/> <b>chunking</b><br/> <b>intentional grouping</b></p>         | <p><b>Special Education Students</b><br/> <b>Small group</b><br/> <b>Direct instruction</b><br/> <b>restate/rephrase</b><br/> <b>graphic organizers</b><br/> <b>modified assignments</b><br/> <b>chunking</b><br/> <b>leveled text</b><br/> <b>intentional grouping</b><br/> <b>read text</b><br/> <b>extended time</b><br/> <b>breaks</b></p> |
| <p><b>Gifted and Talented</b><br/> <b>extension project</b><br/> <b>leveled text</b><br/> <b>leadership roles</b><br/> <b>intentional grouping</b><br/> <b>Targeted learning from assessment</b></p>   | <p><b>Students with 504 Plans</b><br/> <b>breaks</b><br/> <b>chunking</b><br/> <b>preferential seating</b><br/> <b>visual reminders</b><br/> <b>restate/rephrase</b><br/> <b>check-in/check-out system</b><br/> <b>visual time</b></p> |  |
| <p><b>Unit Duration: Instructional Days</b></p>  |  |  |
| <p><i>40 days</i></p>  |  |  |