



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 3

Curriculum Development Timeline

School: All Elementary Schools

Course: Social Studies, Grade 3

Department: Social Studies

Board Approval	Supervisor	Notes
August 2005	Eleanor Hughes	Born Date
August 2006	Eleanor Hughes	Revisions
December 2017	Michelle Shappirio	Revisions
March 2019	Michelle Shappirio	Review
August 2021	Michelle Shappirio	Alignment to Standards & Revisions
August 2022	Rich Steckhahn	Incorporate State Mandate
August 2024	Rich Steckhahn	Updated to Include New State Mandates

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COURSE Social Studies, Grade 3

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Ch. 1: Our Environment	21	Ch.5: Citizenship & Civic Engagement
2	Ch. 1: Our Environment	22	Ch.5: Citizenship & Civic Engagement
3	Ch. 1: Our Environment	23	Ch.5: Citizenship & Civic Engagement
4	Ch. 1: Our Environment	24	Ch.5: Citizenship & Civic Engagement
5	Ch. 1: Our Environment	25	Ch.5: Citizenship & Civic Engagement
6	Ch. 2: Economics	26	DBQ: Harriet Tubman
7	Ch. 2: Economics	27	DBQ: Harriet Tubman
8	Ch. 2: Economics	28	DBQ: Harriet Tubman
9	Ch. 2: Economics	29	Ch.6: A Growing Nation
10	Ch.3: Communities Build a Nation	30	Ch.6: A Growing Nation
Week	Marking Period 2	Week	Marking Period 4
11	Ch.3: Communities Build a Nation	31	Ch.6: A Growing Nation
12	Ch.3: Communities Build a Nation	32	Ch.6: A Growing Nation
13	Ch.3: Communities Build a Nation	33	Ch.6: A Growing Nation

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14	Ch.3: Communities Build a Nation	34	Ch.7:Celebrating Our Communities
15	Ch.3: Communities Build a Nation	35	Ch.7:Celebrating Our Communities
16	Ch.3: Communities Build a Nation	36	Ch.7:Celebrating Our Communities
17	Ch.4:Government, Landmarks, & Symbols	37	Ch.7:Celebrating Our Communities
18	Ch.4:Government, Landmarks, & Symbols	38	Ch.7:Celebrating Our Communities
19	Ch.4:Government, Landmarks, & Symbols	39	Ch.7:Celebrating Our Communities
20	Ch.4:Government, Landmarks, & Symbols	40	Ch.7:Celebrating Our Communities

Holocaust

- **6.1.5.CivicsHR.4, 6.1.5.CivicsPR.3, 6.1.5.CivicsPD.3**
 - Ch. 5 Primary Source Anti-Bullying Law from California
 - Ch. 5 Being a Good Citizen
 - Ch. 7 Take Informed Action
 - Week of Respect
 - *Molly's Pilgrim* by Barbara Cohen
 - *The Hundred Dresses* by Eleanor Estes

Amistad

- **6.1.5.CivicsDP.2**
 - Ch. 5 Thurgood Marshall
 - Ch. 5 Frederick Douglass Spoke Out Against Slavery
 - Ch. 5 Martin Luther King Jr. Worked for Equal Rights

DBQ: What was Harriet Tubman's Greatest Achievement? ●

6.1.5.CivicsHR.2

- Ch. 6 New Ideas in Human Rights
- Ch. 6 Citizenship: Mary McLeod Bethune ●

6.1.5.CivicsCM.1

- Ch. 7 Songs, Poems, and Culture
- Ch. 7 Citizenship: Marian Anderson **Diversity,**

Equity, Inclusion

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- **6.1.5.CivicsDP.1, 6.1.5.CivicsDP.2, 6.1.5.CivicsHR.1, 6.1.5.CivicsHR.2, 6.1.5.CivicsHR.4, 6.1.5.CivicsCM.3**

- Ch. 7

- Lesson 3: People and Cultures
- Lesson 4: Culture Through Arts
- Lesson 5: Cultural Celebrations
- Lesson 6: Our Nation's Diversity

Climate Change ●

3-ESS3-1

- Ch. 1

- Lesson 2: Weather, Climate, and Forces of Nature
- Lesson 4: Climate Affects People

Core Instructional & Supplemental Materials including various levels of Texts

Savvas myWorld Interactive Worktext and Leveled Readers, The DBQ Project, McGraw Hill Reading Wonders, various trade books related to topics.

Time Frame

5 weeks

Topic 1

Our Environment

Alignment to Standards

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6.1.5.GeoPP.2: 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.

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

Learning Objectives and Activities

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COURSE Social Studies, Grade 3

Students will...

- identify and describe physical features such as landforms and bodies of water.
- locate physical features on a map or globe.
- understand that regions have similar physical and cultural characteristics.
- identify and compare the characteristics of different regions.
- locate different regions on a map or globe.
- describe state-and community specific regions and physical features of significance.
- recognize that weather and climate vary from place to place.
- describe the weather and climate in different places.
- describe how weather and climate affect how and where people, plants, and animals live.
- identify and describe natural hazards and natural disasters.
- use digital geography tools to learn more about the planet.
- describe Global Information Systems and what they can do.
- know how natural resources are used.
- recognize that regions can be characterized by availability and use of resources
- understand that people use resources in different ways and explain how humans' use of resources affects people, plants, animals, and the environment.
- identify various environmental concerns related to the use of resources.
- describe the characteristics exhibited by Hallie M. Daggett and how she contributed to the well-being of her community and country.
- understand that the environment and climate influences how and where people live.
- describe ways people interact with their physical environment to meet their basic needs.

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COURSE Social Studies, Grade 3

- identify human actions that affect the environment in positive and negative ways.
- explain how and why people protect the environment.

Activities

- Big Question: How do we interact with our planet?
 - Watch the video, "Discover the World of Nature."
 - Jumpstart Activity
- Vocabulary
 - Rap About It!
- Literacy Skill: Cause and Effect Activity
- Quest Options
 - Document-Based Writing: Explore a National Park, or
 - Project-Based Learning: Mapping One Hundred Miles
- Read and Respond
 - Lesson 1: Land and Water
 - Lesson 2: Weather, Climate, and Forces of Nature
 - Map and Graph Skills Lesson: Use Digital Tools to Understand Geography
 - Lesson 3: Using Earth's Resources
 - Lesson 4: Interacting with the Environment
- Citizenship: Hallie M. Daggett
 - Read and respond to describe individual responsibility.

Leveled Readers

- *Let's Protect the Planet*
- *Saving the Planet*
- *Protecting the Planet*

ELA Connections: Wonders

- Unit 5 Week 2: Reuse and Recycle: How can we reuse what we already have?
- Unit 6 Week 2: Weather: How can weather affect us?

Literature Resources

- *A River Ran Wild* by Lynne Cherry
- *River Town* by Bonnie and Arthur Geisert
- *Got Geography!* by Lee Bennet Hopkins
- *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia* by Miranda Paul

Assessments

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 3

Formative:

- Lesson 1 Check #5, page 9
- Lesson 2 Check #5 & #6, page 17
- Lesson 4 Check #6, page 35

- Online quizzes (Lessons 1-4)

Summative:

- Chapter 1 Test
- Writing Workshop: Write Informative Text #9, page 41 (Use Informative/Explanatory Writing Rubric from Activity Guide page ix)

Benchmark:

- Social Studies Skills Pre-Test

Alternative:

- Quest Finding: Write and Present Your Sightseeing Guide • DBQ Essay

Interdisciplinary Connections

NJSLS: ELA

- **RI.IT.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.AA.3.7.** 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.
- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic..
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS: Science

- **3-ESS2-2** Obtain and combine information to describe climates in different regions of the world.

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COURSE Social Studies, Grade 3

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols

Career Education

CRP5. Consider the environmental, social and economic impacts of decisions.

Time Frame	4 weeks
Topic 2	
Economics	
Alignment to Standards	

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6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.

6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

6.1.5.EconGE.2: 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.

6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Learning Objectives and Activities

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Students will...

- describe how producers use different types of resources to make goods and provide services.
- explain how production and consumption of goods and services has changed over time.
- understand that people trade to get resources and goods and that companies import and export these products.
- identify factors that consumers and producers consider when making economic choices.
- differentiate among natural, human, and capital resources.
- describe how each type of resource contributes to the production of goods and services.
- explain how education and training enhance human resources.
- explain how advances in technology have changed the ways we use resources.
- understand that economic choices involve trade-offs.
- explain the role of opportunity cost in economic choices.
- analyze costs and benefits of sample economic choices.
- list steps for making economic choices.
- differentiate between needs and wants.
- explain how students are human resources with human capital.
- describe ways that students can increase their human capital.
- explain why government and taxpayers provide public education.
- identify skills and knowledge needed to do different types of jobs. • explain the value of volunteer work.

Activities

- Big Question: How Do People Get What They Want and Need?

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COURSE Social Studies, Grade 3

- Watch the video, "Field Trip: Farmers Market: Meet Me at Third and Fairfax" ○
Jumpstart Activity
- Vocabulary
 - Rap About It!
- Literacy Skill: Summarize Activity
- Quest Options
 - Document-Based Writing: Resources All Around Us, or
 - Project-Based Learning: Industries of Tomorrow
- Read and Respond
 - Lesson 1: Goods and Services
 - Lesson 2: Types of Resources
 - Discuss Background Information, page 52
 - Lesson 3: Economic Choices
 - Critical Thinking Skills: Analyze Costs and Benefits
 - Lesson 4: Human Capital and Your Future ●
- Citizenship: Jerry Yang: A Leader in Technology.
 - Read and respond to describe how determination relates to citizenship..

Leveled Readers

- *How Do Industries Grow?*
- *Technology and California*
- *Silicon Valley*

ELA Connections: Wonders

- Unit 4 Week 2: Skills and Talents: How can you use what you know to help others?
- Unit 5 Week 1: Let's Trade: How do we get what we need?

Literature Resources

- *Almost Zero* by Nikki Grimes
- *A Chair for My Mother* by Vera Williams
- *When Bees Fly Home* by Andrea Cheng
- *A Day's Work* by Eve Bunting
- *The History of Money: From Bartering to Banking* by Martin Jenkins

Assessments

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COURSE Social Studies, Grade 3

Formative:

- Active Classroom, page 60 (use Student Activity Mat 3A, Graphic Organizer)
- Reading Check #1, page 65
- Lesson 3 Check, page 69
- Lesson 4 Check #6 & # 7, page 77
- Online quizzes (Lessons 1-4)

Summative:

- Chapter 2 Test
- Critical Thinking and Writing:
 - #6 Cost-Benefit Analysis, p. 81
 - #8 Writing Workshop: Write a Narrative Text, page 8 (Use Narrative Writing Rubric from Activity Guide page x)

Alternative:

- Quest Finding: Write and Present Resources All Around Us.

Interdisciplinary Connections

NJSLS: ELA

- **RI.IT.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.AA.3.7.** 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.
- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely. **NJSLS: Science**
- **3-5-ETS1-1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

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Career Readiness, Life Literacies, and Key Skills

9.1.5.EG.2 Describe how tax monies are spent.

9.1.5.EG.3 Explain the impact of the economic system on one's personal financial goals.

9.1.5.EG.4 Describe how an individual's financial decisions affect society and contribute to the overall economy.

9.1.5.FP.2 Identify the elements of being a good steward of money.

9.1.5.FP.3 Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1.5.PB.2 Describe choices consumers have with money (e.g., save, spend, donate).

Technology Integration

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols

Career Education

CRP5. Consider the environmental, social and economic impacts of decisions.

Time Frame

7 weeks

Topic 3

Communities Build A Nation

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Alignment to Standards

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6.1.5.CivicsPI.1 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsDP.2. Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsDP.3. Describe the role of religious freedom and participatory government in various North American colonies

6.1.5.CivicsPR.1. Compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.

6.1.5.GeoPP.5. Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

6.1.5.GeoPP.6. Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.GeoSV.5. Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native Americans, resulting in changes to conditions.

6.1.5.GeoGI.1. Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.GeoGI.2 Use historical maps to explain what led to the exploration of new water and land routes.

6.1.5.GeoGI.3. Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.GeoGI.4. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.1.5.HistoryCC.1. Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.4. Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryCC.5. Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

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6.1.5.HistoryCC.6. Use multiple sources to make evidence-based inferences on the impact

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of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.5.HistoryCC.7. Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

6.1.5.HistoryCC.8. Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.5.HistoryCC.9. Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

6.1.5.HistoryCC.11. Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

6.1.5.HistoryCC.12. Determine the roles of religious freedom and participatory government in various North American colonies.

6.1.5.HistoryCC.13. Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

6.1.5.HistoryCC.14. Compare the practice of slavery and indentured servitude in Colonial labor systems.

6.1.5.HistoryCC.15. Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

6.1.5.HistoryUP.1. Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.2. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.5.HistorySE.1. Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

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6.1.5.HistoryCA.1. Craft an argument, supported with historical evidence, for how factors such as demographics (e.g. race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

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6.1.5.CivicsPD.2. Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Learning Objectives and Activities

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Students will...

- identify and compare how different cultural groups used their available resources.
- identify ways that Native American groups cooperated with one another and ways that they worked against one another.
- describe interactions between Europeans and American Indians.
- compare and contrast American Indian cultures, past and present.
- understand how to sequence information.
- analyze text to find the proper sequence.
- recognize that words and dates can help identify sequence.
- identify reasons for exploration by European explorers.
- explain the reasons and resulting effects of Spanish exploration.
- describe the findings of French exploration.
- describe the sequence of English exploration. • understand the concept of a timeline
 - use timelines to analyze events in history.
- create and interpret a horizontal timeline.
- describe key events in the Spanish exploration of Florida.
- identify key events in the battle between Spain and France for settlement of Florida.
- identify other Spanish explorers and the results of their explorations.
- describe Spanish exploration and settlement of the Southwest.
- explain why settlers came to North America.
- describe the key events in the French exploration of North America.
- identify the reasons why the French built Quebec City.
- describe the exploration of the Mississippi River.
- explain the onset and the result of the French and Indian War.
- explain why English settlers came to North America.
- describe key details in the settlement of English colonies.
- identify hardships encountered in English settlements.
- describe the key events in American independence and the causes of the American Revolution.
- describe the creation and significance of key documents.
- identify documents that exemplify American history and ideals.
- describe how individuals, events, and ideas have formed and changed government.
- use terms to describe historical time.
- identify the purpose of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights.

Activities

- Big Question: How Does Our Past Affect Our Present?
 - Watch the video, "Jamestown"
 - Jumpstart Activity
- Vocabulary
 - Rap About It!

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- Literacy Skill: Sequence

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COURSE Social Studies, Grade 3

- Quest Options
 - Document-Based Writing: The Past and You! or Let Freedom Ring.
- Read and Respond
 - Lesson 1: America's First Peoples
 - Lesson 2: Early Explorers
 - Map and Graph Skills: Timelines
 - Lesson 3: Early Spanish Communities
 - Lesson 4: Early French Communities
 - Lesson 5: Early English Communities
 - Lesson 6: Creating a New Nation
 - Jumpstart Activity, p. 124
- Primary Source: The Declaration of Independence
- Citizenship: Archie Thompson: Saving the Yurok Language ○ Read and respond to explain how a problem was solved. ● Chapter 3 Visual Review, page 133

Leveled Readers

- *Together We Give Thanks*
- *A New Tradition*
- *Thanksgiving Then and Now*

ELA Connections: Wonders

- Unit 1 Week 2: Traditions: What can traditions teach you about culture?
- Unit 1 Week 3: Communities: How do people from different cultures contribute to a community?

Literature Resources

- *Lives of the Explorers: Discoveries, Disaster (and What the Neighbors Thought)* by Kathleen Krull
- *Thomas Paine: Crusader for Liberty: How One Man's Ideas Helped Form a New Nation* by Albert Marrin
- *The Mayflower* by Mark Greenwood
- *My Country 'Tis of Thee: How One Song Reveals the History of Civil Rights* by Claire Rudolph Murphy

Assessments

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 3

Formative:

- Lesson 2 Check, page 101
- Reading Check #2, page 109
- Reading Check #1, page 114
- Lesson 5 Check #5, page 123
- Lesson 6 Check #4 & #6, page 129
- Online quizzes (Lessons 1-6)

Summative:

- Chapter 3 Test

Alternative:

- Quest Finding: Write and Present the Persuasive Text: "The Past and You" or "Let Freedom Ring".

Interdisciplinary Connections

NJSLS: ELA

- **RI.IT.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.AA.3.7.** 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.
- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS: Science

- **3-ESS2-2** Obtain and combine information to describe climates in different regions of the world.

Career Readiness, Life Literacies, and Key Skills

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 3

Technology Integration

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols

Career Education

CRP5. Consider the environmental, social and economic impacts of decisions.

Time Frame

4 weeks

Topic 4

Government, Landmarks, and Symbols

Alignment to Standards

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COURSE Social Studies, Grade 3

6.1.5.CivicsPI.1. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPI.2. Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

6.1.5.CivicsPI.3. Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.5.CivicsPI.4. Describe the services our government provides the people in the community, state and across the United States.

6.1.5.CivicsPI.5. Explain how government functions at the local, county, and state level.

6.1.5.CivicsPI.6. Distinguish the roles and responsibilities of the three branches of the national government.

6.1.5.CivicsPI.7. Explain how national and state governments share power in the federal system of government.

6.1.5.CivicsPI.8. Describe how the United States Constitution defines and limits the power of government.

6.1.5.CivicsPI.9. Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

6.1.5.CivicsPD.1. Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

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COURSE Social Studies, Grade 3

6.1.5.CivicsPD.2. Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

6.1.5.CivicsPD.4. Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.

6.1.5.CivicsDP.1. Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsHR.1. Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

6.1.5.CivicsCM.1. Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.2. Use evidence from multiple sources to construct a claim about how selfdiscipline and civility contribute to the common good.

6.1.5.CivicsCM.3. Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsCM.4. Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

6.1.5.CivicsCM.6. Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

6.1.5.EconNM.1. Explain the ways in which the government pays for the goods and services it provides.

6.1.5.EconNM.5. Explain how the availability of private and public goods and services is influenced by the government and the global economy.

6.1.5.EconNM.7. Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

6.1.5.HistoryUP.2. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

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COURSE Social Studies, Grade 3

6.1.5.HistoryUP.4. Compare and contrast gender roles, religion, values, cultural practices,

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COURSE Social Studies, Grade 3

and political systems of Native American groups.

6.1.5.HistoryUP.5. Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6. Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistorySE.2. Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Learning Objectives and Activities

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 3

Students will...

- explain the need for government.
- evaluate the purpose and the importance of the U.S. Constitution.
- differentiate among the three branches of federal government.
- identify key functions of and officials within the federal government.
- describe how other levels of government work with the federal government.
- identify the responsibilities of the executive, legislative, and judicial branches of government.
- describe the roles of key leaders in each branch of government and how they make decisions.
- understand that the United States has three levels of government: local, state, and national.
- identify the responsibilities of local, state, and national government.
- identify key leaders in each level of government and understand that they make decisions based on the well-being of the people who voted for them.
- connect the meaning of holidays, landmarks, and symbols to history and culture.
- assess the value of holidays, landmarks, and symbols to civic pride.
- explain the legacy of ideas contained in the Declaration of Independence and the U.S. Constitution.
- understand that a document written long ago can give us information about the past.
- understand how to analyze a document.
- recognize how items are alike.
- distinguish how items are different.
- identify key words that signal similarities and differences. • use diagrams to compare and contrast information.

Activities •

Big Question: Why do we have government?

- Watch the video, "Independence Hall"
- Jumpstart Activity

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 3

- Vocabulary
 - Rap About It!
- Literacy Skill: Compare and Contrast
- Quest Options
 - Project-Based Learning: Government at Work, or Collaborative Discussion: Create a Class Constitution
- Read and Respond
 - Lesson 1: The American Government
 - Lesson 2: Branches of Government
 - Quick Activity worksheet, Activity Guide, p.76
 - Lesson 3: Levels of Government
 - Lesson 4: Landmarks, Symbols, and Documents
- Primary Source: The Preamble to the United States Constitution.
 - Read and complete Close Reading together.
- Literacy Skills: Compare and Contrast ● Citizenship: Earl Warren
 - Read, collaborate, and respond to identify what qualities demonstrate good citizenship.
- Chapter 4 Visual Review, page 177

Leveled Readers ●

What Are Rules?

- *A Day Without Rules*
- *Our Constitution at Work*

ELA Connections: Wonders

- Unit 1 Week 5: Landmarks: How do landmarks help us understand our country's story?
- Unit 2 Week 3: Government: How do people make government work?
- Unit 4 Week 3: Adaptations: How do animals adapt to challenges in their habitat?
- Unit 6 Week 4: Animals and You: How can learning about animals help you respect them?

Literature Resources

- *How the U.S. Government Works* by Syl Sobel
- *The U.S. Constitution* by Norman Pearl
- *The White House for Kids: A History of a Home, Office, and National Symbol* by Katherine House

Assessments

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 3

Formative:

- Lesson 1 Check #6 & #7, page 149
- Reading Check, page 145
- Reading Check, page 153
- Reading Check, page 155
- Lesson 2 Check #5, page 155
- Reading Check, page 161
- Reading Check, page 163
- Reading Check, page 164
- Lesson 3 Check #5 & #6, page 165
- Your Turn, page 167
- Lesson 4 Check #5, page 173
- Online quizzes (Lessons 1-4)

Summative:

- Chapter 4 Test
- Writing Workshop: Write Informative Text #9, page 179 (Use Informative/Explanatory Writing Rubric from Activity Guide page ix)

Alternative:

- Quest Finding: Write about and present a local government job or write and present a Class Constitution.

Interdisciplinary Connections

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 3

NJSLS: ELA

- **RI.IT.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.AA.3.7.** 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.
- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS: Science

- **3-ESS2-2** Obtain and combine information to describe climates in different regions of the world.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols

Career Education

CRP5. Consider the environmental, social and economic impacts of decisions.

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COURSE Social Studies, Grade 3

Core Instructional & Supplemental Materials including various levels of Texts

Savvas myWorld Interactive Worktext and Leveled Readers, McGraw Hill Reading Wonders, various trade books related to topics.

Time Frame

5 Weeks

Topic 5

Citizenship and Civic Engagement

Alignment to Standards

6.1.5.CivicsPI.1. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPI.2. Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

6.1.5.CivicsPD.3 Explain how and why it is important that people from diverse cultures

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 3

collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsDP.2. Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsDP.3. Describe the role of religious freedom and participatory government in various North American colonies

6.1.5.CivicsPR.2. Describe the process by which immigrants can become United States citizens.

6.1.5.CivicsPR.3. Evaluate school and community rules, laws, and/or policies and determine if they meet their intended purpose.

6.1.5.CivicsPR.4. Explain how policies are developed to address public problems.

6.1.5.CivicsHR.1. Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

6.1.5.CivicsHR.2. Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.

6.1.5.CivicsHR.3. Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

6.1.5.CivicsHR.4. Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.5.CivicsCM.1. Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.2. Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.

6.1.5.CivicsCM.3. Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsCM.6. Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

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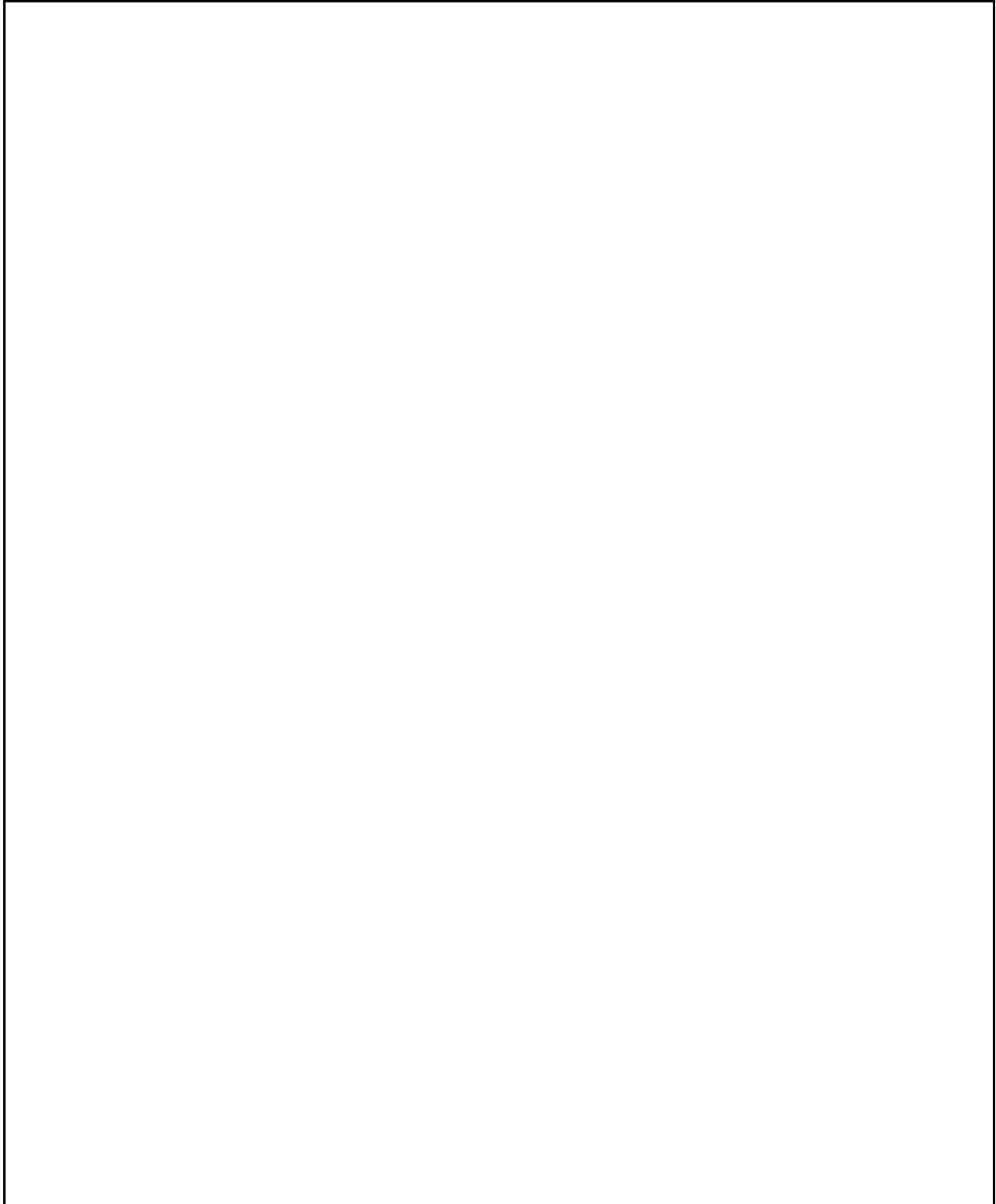
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DEPARTMENT Social Studies

COURSE Social Studies, Grade 3



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DEPARTMENT Social Studies

COURSE Social Studies, Grade 3

6.1.5.HistoryCC.4. Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryCC.8. Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.5.HistoryCC.13. Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

6.3.5.CivicsPD.2. Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

6.3.5.GeoGI.1.. Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

6.3.5.EconET.1. Investigate an economic issue that impacts children and propose a solution.

Learning Objectives and Activities

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 3

Students will...

- identify the rights and responsibilities of citizenship.
- compare and contrast rules and laws.
- identify possible consequences for breaking rules and laws.
- identify the importance of good citizenship.
- understand the benefits of civic engagement.
- identify how technology has affected civic engagement around the world.
- describe actions and contributions of historical figures who have helped secure the rights and freedoms of our country's citizens.
- understand the qualities of a hero.
- identify heroes from our country's history.
- identify behaviors that are bullying.
- understand the consequences of bullying.
- express an opinion as a fact.
- identify facts that support an opinion.

Activities •

Big Question: How can I participate?

- Watch the video, "Volunteering: Mentor, Tutor, Friend" ◦

Jumpstart Activity • Vocabulary

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 3

- Rap About It!
- Literacy Skill: Fact and Opinion
- Quest Options
 - Collaborative Discussion: Vote or Volunteer, or Project Based Learning: Being An Ideal Citizen
- Read and Respond
 - Lesson 1: The Reasons for Rules and Laws
 - Jumpstart Activity, page 186
 - Lesson 2: Being a Good Citizen
 - Lesson 3: Taking Action for Our Rights
 - Lesson 4: American Heroes
- Primary Source: Anti-Bullying Law From California ○ Read and complete Close Reading together.
- Citizenship: Sylvia Mendez
 - Read and respond to explain how a problem was solved.
- Literacy Skills, page 218
- Chapter 5 Visual Review, page 221

Leveled Readers

- *Who is Eleanor Roosevelt?*
- *An American Hero: Eleanor Roosevelt*
- *Eleanor Roosevelt: First Lady and Human Rights Leader*

ELA Connections: Wonders

- Unit 3 Week 2: Leadership: How can one person change the way you think?
- Unit 5 Week 3: Teaming Up: How do teams work together?
- Unit 5 Week 4: Good Citizens: What do good citizens do?
- Unit 6 Week 3: Learning to Succeed: Why are goals important?

Literature Resources

- *A More Perfect Union: The Story of Our Constitution* by Betsy Maestro and Guilio Maestro
- *U.S. Constitution* by Norman Pearl
- *How the U.S. Government Works* by Syl Sobel
- *Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation* by Duncan Tonatui

Assessments

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 3

Formative:

- Reading Check, page 187
- Lesson 1 Check #4, page 191
- Lesson 2 Check #4, page 199
- Lesson 3 Check #3, 4 & 5, page 207

- Reading Check, page 213
- Lesson 4 Check #7, page 217
- Online quizzes (Lessons 1-4)

Summative:

- Chapter 5 Test

Alternative:

DBQ: What was Harriet Tubman's Greatest Achievement?

Interdisciplinary Connections

NJSLS: ELA

- **RI.IT.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.AA.3.7.** 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.
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- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Career Readiness, Life Literacies, and Key Skills

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 3

Technology Integration

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols

Career Education

CRP5. Consider the environmental, social and economic impacts of decisions.

Time Frame	4 weeks
Topic 6	
A Growing Nation	
Alignment to Standards	

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 3

6.1.5.CivicsCM.5. Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

6.1.5.CivicsHR.2. Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.

6.1.5.CivicsCM.1. Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.5 Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

6.1.5.GeoPP.6. Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

6.1.5.GeoHE.2. Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.1.5.GeoGI.1. Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

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COURSE Social Studies, Grade 3

6.1.5.GeoGI.4. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.1.5. EconNM.3. Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5. EconNM.4. Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.EconGE.1. Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

6.1.5.HistoryCC.2. Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.HistoryCC.8. Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.5.HistoryCC.10. Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryUP.1. Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.3.5.CivicsPD.2. Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Learning Objectives and Activities

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 3

Students will...

- analyze how innovations in transportation influenced the growth of the United States.
- describe how Lewis and Clark and Sacagawea contributed to the growth of the American West.
- understand how canals and riverboats helped move people and goods in the developing country.
- recognize the difficulties faced by settlers in wagon trains.
- identify how railroads, highways, and airplanes improved transportation across the United States.
- explain why people immigrate to new lands.

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COURSE Social Studies, Grade 3

- identify patterns of immigration from Europe and Asia to the United States.
- describe how homesteaders built the American West.
- analyze how innovations in communication influenced the growth of the United States.
- compare how people communicated in the 1800s and today.
- recognize how telegraphs, telephones, and computers made instant communication possible.
- describe how radio and television connect people around the world.
- give examples of key people who improved communication.
- analyze how new ideas and machines changed people's lives in the United States and around the world.
- recognize how activists improved access to education for all Americans.
- understand how innovations in technology changed people's everyday lives.
- explain how new machines and ideas changed the workplace.
- recognize how innovations in medicine helped people lead longer, healthier lives. • describe the contributions of human-rights activists in gaining equal rights for all Americans.

Activities

- Big Question: How does life change throughout history?
 - Watch the video, "National Inventors Hall of Fame"
 - Jumpstart Activity
- Vocabulary
 - Rap About It!
- Literacy Skill: Draw Conclusions
- Quest Options
 - Project-Based Learning: Our Nation's Immigrants, or Document-based Writing: Presenting a News Report
- Read and Respond
 - Lesson 1: New Ways to Travel
 - Lesson 2: A New Home in America
 - Lesson 3: New Ways to Communicate
 - Lesson 4: New Ideas
- Primary Source: John Roebling and the Brooklyn Bridge, pages 258-259 ◦ Read and complete Close Reading together.
- Literacy Skills: Compare and Contrast
- Citizenship: Mary McLeod Bethune
 - Read, collaborate, and respond to identify how leadership relates to citizenship.
- Chapter 6 Visual Review, page 261

Leveled Readers

- *New Beginnings*
- *Early America*

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COURSE Social Studies, Grade 3

- *Starting Out*

ELA Connections: Wonders

- Unit 1 Week 4: Inventions: How can problem solving lead to new ideas?
- Unit 2 Week 2: Immigration: Why do people immigrate to new places?
- Unit 3 Week 5: Value the Past: How is each event in history unique?
- Unit 4 Week 4: Flight: How are people able to fly?

Literature Resources

- *My Diary From Here to There* by Amanda Ima Perez
- *The House on Maple Street* by Bonnie Pryorl
- *A River Ran Wild* by Lynne Cherry
- *River Town* by Bonnie and Arthur Geisert

Assessments

Formative:

- Reading Check, page 235
- Lesson 1 Check #5, page 235
- Reading Check, page 240
- Lesson 2 Check #4, page 243
- Reading Check, page 247
- Lesson 3 Check #6, page 249
- Lesson 4 Check #4, page 257
- Online quizzes (Lessons 1-4)

Summative:

- Chapter 6 Test
- Writing Workshop: Critical Thinking and Writing #9, page 263
-

Alternative:

- Quest Finding: Create a 3-D model about Our Nation's Immigrants or write and present a News Report.

Interdisciplinary Connections

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NJSLS: ELA

- **RI.IT.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.AA.3.7.** 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.

- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS: Science

- **3-ESS2-2** Obtain and combine information to describe climates in different regions of the world.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Career Education

CRP5. Consider the environmental, social and economic impacts of decisions.

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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments • Provide students with English Learner leveled readers.

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Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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