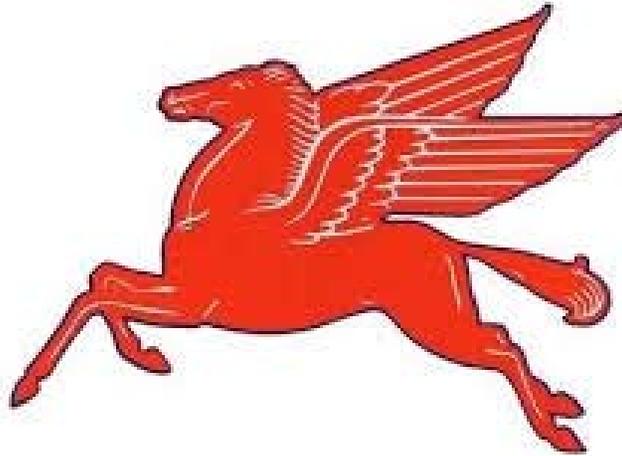


# Curriculum Management System

*PAULSBORO PUBLIC SCHOOLS*



**Social Studies Grade 3**

**UPDATED AUGUST 2015**

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: September 2015

# Paulsboro Public Schools

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# Paulsboro Public Schools

## Mission Statement

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

## **Introduction/Philosophy**

The Paulsboro Public Schools are committed to providing all students 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. All students receive social studies instruction from Preschool through grade 12. The challenges of the 21<sup>st</sup> century are complex, have global implications, and are connected to people, places, and events of the past. The study of Social Studies focuses on the deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Classroom instruction will include the natural integration of technology, which will allow our 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 Paulsboro Public School District is committed to providing authentic learning experiences that enable our students to apply content knowledge, develop citizenship skills, and collaborate with other students to prepare them for the 21<sup>st</sup> Century workplace. This curriculum guide is designed to be a resource for staff members and to provide guidance in the planning, delivery, and assessment of Social Studies instruction.

## **Goals**

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

## **Educational Goals (Taken From NJCCCS)**

**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.

**6.2 World History/Global Studies -** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible

**6.3 Active Citizenship in the 21st Century-** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Four strands frame the content within each standard:**

- (A) Civics, Government, and Human Rights
- (B) Geography, People, and the Environment
- (C) Economics, Innovation, and Technology
- (D) History, Culture, and Perspectives

# New Jersey State Department of Education

## 21<sup>st</sup> Century College and Career Readiness Standards

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

### **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

<http://www.state.nj.us/education/cccs/2014/career/>

# Scope and Sequence

## Social Studies Grade 3 - Quarter I

### **Big Idea: Civics, Government, & Human Rights**

#### **I. Communities**

- A. What it means to be a contributing member of the community
- B. Compare various types of communities; urban, suburban, rural
- C. Physical features of neighborhoods and communities (schools, banks, parks)
- D. Paulsboro Home and School Community in relationship to the global community
- E. Solving problems and working collaboratively for the common good within a community

#### **II. Human Rights and Responsibilities**

- A. What are our Human rights and why we have them
- B. Responsibilities of citizens
- C. Students role in the community; school and town
- D. People of the community and their roles; Paulsboro
- E. Bill of Rights as a document that guarantees certain fundamental rights for citizens

**\*Current events as it relates to the following should be integrated into every quarter 1 unit topic:**

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspective

## Scope and Sequence

### Social Studies Grade 3 - Quarter II

**Big Idea: Exploration**

**I. Geography**

- A. Key features on maps (Compass Rose, Cardinal and Intermediate Directions, Map Key, Map Scale, and Symbols)
- B. Compare and contrast various types of maps; political and physical
- C. Look at local maps of school and Paulsboro to make connections use map skills
- D. Determine when a specific map is useful and information is relevant
- E. Use geographic tools and technology to measure distances and find locations
- F. Compare and Contrast maps to globes to make connections regarding size of communities
- G. Spatial relationships in comparison to other communities and places on Earth (States, Continents, and Bodies of Water)

**Big Idea Exploration**

**II. Environment**

- A. Various types of landforms; mountains, valleys, rivers, oceans, etc.
- B. Climate and weather; compare Paulsboro to other areas
- C. Time Zones
- D. Compare and contrast characteristics of regions and communities
- E. Natural Resources and their importance; locally
- F. Reasons that New Jersey / Paulsboro is ideal for settlement compared to other locations
- G. Landforms impact a region and how people live and work
- H. Human interaction effects environment

**\*Current events as it relates to the following should be integrated into every quarter 2 unit topic:**

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspective

## Scope and Sequence

### Social Studies Grade 3 – Quarter III

**Big Idea: Relationships**

**I. Culture/Diversity**

- A. Cultures include traditions, popular beliefs, values, and ideas expressed through people’s behaviors
- B. World is divided into many nations, states, towns, etc. through their own governments, languages, customs
- C. Connection between how maps and other demographic tools can be used to study cultural differences
- D. Individuality and family traditions to demonstrate diversity within the classroom community
- E. Impact on community through from people who live there through their traditions and culture
- F. Importance of considering various perspectives solve problems, locally and globally
- G. Experiences and events are experienced and interpreted differently, understand various perspectives differently
- H. Respecting and communicating with various cultures within a community
- I. Strategies to resolve conflicts
- J. Importance of voting and standing up for civil rights

**Big Idea: Relationships**

**II. American Culture**

- A. America has been influenced through behaviors of various cultural groups and reflect more than one culture
- B. Maintaining traditional beliefs and practices and adopting new beliefs and practices
- C. Role of historical symbols, monuments, holidays on American identity; flag, statue of liberty, etc.
- D. The actions of Martin Luther King and other civil rights leaders to earn
- E. Slavery uprising and Amistad as the movement towards the abolishment of slavery
- F. Change in communities and government through social activism
- G. Individuals/Historical Events that influenced change; Martin Luther King Jr., women’s rights, slavery, Holocaust

**\*Current events as it relates to the following should be integrated into every quarter 3 unit topic:**

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspective

## Scope and Sequence

### Social Studies Grade 3 - Quarter IV

**Big Idea:** Discovery

#### I. Economics

- A. Decisions are made based on the needs and wants of community
- B. Producers versus consumers
- C. Supply and demand influence price and output
- D. Roles of individuals, businesses, laborers, and government
- E. Goods and services are affected by global market and events within the community
- F. Use of natural resources and how availability affects lifestyles, policy making, and economic outcomes
- G. Money, saving, spending, and investments are reliant upon economy and greatly affect people's lives

**Big Idea:** Discovery

#### II. Innovation

- A. Creativity and impact of inventions affect lifestyles, knowledge, and productivity
- B. Science and technology can assist with environmental concerns
- C. Inventions and Inventors that have greatly impacted New Jersey
- D. Role of geography, natural resources, and climate in New Jersey on transportation and other innovations
- E. Improvements in lifestyle due to innovation compared to past
- F. Technologies impact on agriculture; locally
- G. Innovation in communications effect on collaboration locally and globally

**\*Current events as it relates to the following should be integrated into every quarter 4 unit topic:**

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspective

## Social Studies - Quarter I

### Big Idea: Civics, Government, & Human Rights

#### Topic: Citizenship & Community

<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• 6.1. P.A.1 - Demonstrate an understanding of rules by following most classroom routines.</li> <li>• 6.1. P.A.2 - Demonstrate responsibility by initiating simple classroom tasks and jobs.</li> <li>• 6.1. P.A.3 - Demonstrate appropriate behavior when collaborating with others.</li> <li>• 6.1. P.B.1 - Develop an awareness of the physical features of the neighborhood/community.</li> <li>• 6.1. P.B.2 - Identify, discuss, and role-play the duties of a range of community workers.</li> <li>• 6.3.4. A.4 - Select a local issue and develop a group action plan to inform school and/or community members about the issue.</li> </ul> <p><b><u>English/Language Arts Standards</u></b>            RL 1-7, RI 1-10, RF 1-4, W 1-8, SL 1-6, L 1,2,4,5,6</p>	<b>GOAL</b>	
	<p>(1) Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy.</p> <p>(2) To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</p> <p>(3) Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources.</p> <p>(4) Demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship.</p> <p><b>Goal 1:</b> Students will be able to identify purposes for living in communities and the various communities to which he/she belongs.</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• How does the community affect my life?</li> <li>• Why do people live in communities?</li> <li>• What do I owe the community - or do I?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Brain Pop Jr. (Related Videos; School / Rural, Suburban, and Urban / Community Helpers</li> <li>• Learn 360 (Related Videos; Why Communities Have Rules / How Communities are Alike and Different / Exploring Communities Alike and Different)</li> <li>• Kid's Atlas &amp; large or personal maps</li> </ul>
	<b>Enduring Understanding</b>	
<ul style="list-style-type: none"> <li>• Active citizens communicate and participate within the community as a productive member of society.</li> <li>• Active citizens are tolerant of various perspectives within and around a community and work collaboratively for the common good to solve local issues..</li> </ul>		

**Social Studies - Quarter I**  
**Big Idea: Civics, Government, & Human Rights**  
Topic: Citizenship & Community

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<u>Career Ready Practices</u> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul>		<u>Assessments</u> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Quizzes</li> <li>• Oral Reports</li> <li>• Performance Assessments</li> <li>• Booklets</li> <li>• Posters</li> </ul>

**Social Studies - Quarter I**  
**Big Idea: Civics, Government, & Human Rights**  
**Topic: Human Rights and Responsibilities**

<b>Standards:</b> <ul style="list-style-type: none"> <li>• 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</li> <li>• 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</li> <li>• 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits power of government.</li> <li>• 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.</li> </ul>	<b>GOAL</b>	
	<p>(1) Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy.</p> <p>(2) To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</p> <p>(3) Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources.</p> <p>(4) Demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship.</p> <p><b>Goal 2:</b> Understand that a citizen’s fundamental rights are protected under the rules and laws created by government and the peoples’ responsibility to follow the laws for the well-being of all citizens</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• How do rules and laws protect my rights as a citizen?</li> <li>• What would happen if we had no government?</li> <li>• How do citizens influence government?</li> <li>•</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Brain Pop Jr. (Related Videos; Branches of Government / Local and State Government Rights and Responsibilities)</li> <li>• Learn 360 (Related Videos; State Government; the Constitution / The Judicial Branch / The Executive Branch / Branches of Government)</li> </ul>
	<b>Enduring Understanding</b>	
<ul style="list-style-type: none"> <li>• Key vocabulary within unit (such as; government services, common good, vote, volunteer, right, responsibility, democracy, elect, appoint)</li> <li>• Comprehension Strategies for reading informational text</li> </ul>		

**Social Studies - Quarter I**  
**Big Idea: Civics, Government, & Human Rights**  
**Topic: Human Rights and Responsibilities**

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<ul style="list-style-type: none"> <li>• 6.1.4.A.7 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.</li> <li>• 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels. The services provided, and the impact of policy decisions made at each level.</li> <li>• 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the people.</li> </ul> <p><b><u>Career Ready Practices</u></b></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><b><u>English/Language Arts Standards</u></b></p>	<ul style="list-style-type: none"> <li>• Responsibilities of citizens and why following rules is crucial to the well-being of the common good</li> <li>• Fundamental rights of all citizens</li> <li>• The Constitution and Bill of Rights are key documents in establishing human rights and responsibilities of the government</li> <li>• Three branches of government and their roles (judicial, legislative, executive)</li> <li>• Important figures in government at the</li> </ul>	<p><b><u>Helpful Links</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.superteacherworksheets.com/communities">www.superteacherworksheets.com/communities</a> (activities and worksheets available)</li> <li>• <a href="http://www.sfsocialstudies.com/g3/index.html">www.sfsocialstudies.com/g3/index.html</a> (interactive games, current events, activities)</li> <li>• <a href="http://www.hud.gov/kids/field1.html">http://www.hud.gov/kids/field1.html</a> (interactive tours of city hall and government officials)</li> <li>• <a href="http://www.totally3rdgrade.com/branches_of_government.html">http://www.totally3rdgrade.com/branches_of_government.html</a> (song lyrics and sound clip)</li> <li>• <a href="http://www.socialstudiesforkids.com/www/us/billofrightsdef.htm">http://www.socialstudiesforkids.com/www/us/billofrightsdef.htm</a> (Bill of Rights for Kids)</li> <li>• <a href="http://www.factmonster.com/ipka/A0769450.html">http://www.factmonster.com/ipka/A0769450.html</a> (Bill or Rights for Kids)</li> </ul>

**Social Studies - Quarter II**  
**Big Idea: Geography, People, & The Environment**  
Topic: Geography

<b>Standards:</b> <ul style="list-style-type: none"> <li>• <u>6.1.4.B.1</u> Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</li> <li>• <u>6.1.4.B.2</u> 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>• <u>6.1.4.B.3</u> 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>• <u>6.1.4.B.4</u> Describe how landforms, climate and weather, and availability of resources impacted where and how people live and work in different regions of New Jersey and the United States.</li> <li>• <u>6.1.4.B.5</u> Describe how human interaction impacts the environment in New Jersey and the United States.</li> </ul>	<b>GOAL</b>	
	<p>(1) Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy.</p> <p>(2) To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</p> <p>(3) Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources.</p> <p>(4) Demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship.</p> <p><b>Goal 3:</b> Compare and make connections between their location and lifestyle to the larger world through communicating and interpreting visual representations of various locations.</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• Why is location important?</li> <li>• How do maps help people find and learn about locations?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Brain Pop Jr. (Related Videos; Reading Maps / Landforms / Continents and Oceans)</li> <li>• Learn 360 (Related Videos; How Geography Shapes a Community / Map Skills for Beginners)</li> </ul>
	<b>Enduring Understanding</b>	<p><b>Helpful Links:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.superteacherworksheets.com/communities">www.superteacherworksheets.com/communities</a> (activities and worksheets available)</li> </ul>
	<ul style="list-style-type: none"> <li>• Key vocabulary within unit (such as; compass rose, map key, symbol, scale, mountain, valley, river, gulf, etc.)</li> <li>• Comprehension Strategies for reading informational text</li> <li>• Cardinal and intermediate directions</li> <li>• Information that can be found in a map key and the purpose of a map scale</li> <li>• Political and physical maps and specific information that can be found on each.</li> </ul>	

**Social Studies - Quarter II**  
**Big Idea: Geography, People, & The Environment**  
**Topic: Geography**

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<ul style="list-style-type: none"> <li>• <u>6.1.4.B.6</u> Compare and contrast characteristics of regions in the United States based on cultures , economics, politics, and physical environment to understand the concept of regionalism.</li> <li>• <u>6.1.4.B.7</u> Explain why some locations in New Jersey and the United States are more suited for settlement than others.</li> <li>• <u>6.1.4.B.8</u> Compare ways people choose to use and divide natural resources.</li> <li>• <u>6.3.4.B.1</u> Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions</li> </ul> <p><b><u>Career Ready Practices</u></b></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><b><u>English/Language Arts Standards</u></b></p>	<ul style="list-style-type: none"> <li>• Location of Monroe in comparison to other locations</li> <li>• Culture and lifestyles are influenced by geographic location</li> </ul>	

**Social Studies – Quarter II**  
**Big Idea: Geography, People, & The Environment**  
Topic: Environment

<b>Standards:</b>	<b>GOAL</b>	
<ul style="list-style-type: none"> <li>• <b>6.1.P.B.1:</b> Develop an awareness of the physical features of the neighborhood/community.</li> <li>• <b>6.1.P.B.2:</b> Identify, discuss, and role-play the duties of a range of community workers.</li> <li>• <b>6.1.P.D.1:</b> Describe characteristics of oneself, one’s family, and others.</li> <li>• <b>6.1.P.D.2:</b> Demonstrate an understanding of family roles and traditions.</li> <li>• <b>6.1.P.D.3:</b> Express individuality and cultural diversity (e.g., through dramatic play).</li> <li>• <b>6.1.4.A.14</b> Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</li> <li>• <b>6.1.4.A.15</b> Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> <li>• <b>6.1.4.D.2</b> Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</li> <li>• <b>6.1.P.D.4:</b> Learn about and respect other</li> <li>• <b>6.1.4.B.1:</b> Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</li> </ul>	<p>(1) Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy.</p> <p>(2) To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</p> <p>(3) Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources.</p> <p>(4) Demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship.</p> <p><b>Goal 4:</b> The student will be able to identify physical attributes of geographical regions and how geography can contribute to lifestyles</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• How does a geographic location impact a person’s lifestyle?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Brain Pop Jr. (Related Videos; Reading Maps / Landforms / Continents and Oceans)</li> <li>• Learn 360 (Related Videos; How Geography Shapes a Community / Map Skills for Beginners)</li> </ul> <p><b>Helpful Links:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.superteacherworksheets.com/communities">www.superteacherworksheets.com/communities</a> (activities and worksheets available)</li> </ul>

**Social Studies - Quarter II**  
**Big Idea: Geography, People, & The Environment**  
Topic: Environment

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><b>6.1.4.D.16:</b> Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><u>English/Language Arts Standards</u></p>	<ul style="list-style-type: none"> <li>• Maps and other geographic tools can be used to discover and compare physical features and lifestyles of people in various locations.</li> <li>• Climate, landforms, and natural resources play a large role in the lifestyles, culture, and settlement of people of a particular area.</li> </ul>	

## Social Studies - Quarter III

### Big Idea: Relationships

#### Topic: Culture/Diversity

GOAL	
<p><b>Standards:</b>  <u>6.1.4.A.14</u> Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.  <u>6.1.4.A.15</u> Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.  <u>6.1.4.B.10</u> Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.  <u>6.1.4.D.13</u> Describe how culture is expressed through and influenced by the behavior of people.  <u>6.1.4.D.15</u> Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.  <u>6.1.4.D.16</u> Describe how stereotyping and prejudice can lead to conflict, using examples from the past.  <u>6.1.4.D.18</u> Explain how an individual's beliefs, values, and traditions may reflect more than one culture.  <u>6.1.4.D.19</u> Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p>	<p>(1) Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy.            (2) To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.            (3) Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources.            (4) Demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship.  <b>Goal 5:</b> Respect the diversity of community members and people around the world through an understanding and acknowledgement of cultural, religious, and ethnic contributions to the greater community.</p>
Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
<p>How do I solve conflicts with others that are different from me in a community?</p> <ul style="list-style-type: none"> <li>• How have the various cultures within my community contributed to the customs, traditions, and beliefs within the community?</li> <li>• How has my heritage and the various cultures within my community influenced my daily life?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Brain Pop Jr. (Related Videos; Holidays)</li> <li>• Learn 360 (Related Videos; Everybody's Different / Enemy Pie)</li> </ul> <p><b>Helpful Links</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.ipl.org/div/cquest/">http://www.ipl.org/div/cquest/</a> (Culture Quest Interactive World Tour)</li> <li>• <a href="http://www.totally3rdgrade.com/people.html">http://www.totally3rdgrade.com/people.html</a> (song about culture)</li> <li>• <a href="http://pbskids.org/arthur/games/connectworld/index.html">http://pbskids.org/arthur/games/connectworld/index.html</a> (Interactive games)</li> <li>• <a href="http://www.eduplace.com/geonet/index.html">http://www.eduplace.com/geonet/index.html</a> (Interactive games)</li> <li>• <a href="http://www.pbs.org/parents/mayaandmiguel/english/activities/calendar.html">http://www.pbs.org/parents/mayaandmiguel/english/activities/calendar.html</a> (Family Tradition Activities)</li> </ul>

## Social Studies - Quarter III

### Big Idea: Relationships

#### Topic: Culture/Diversity

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>6.1.4.D.20</u> Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><u>6.3.4.A.4</u> Communicate with students from various countries about common issues of public concern and possible solutions.</p> <p><u>6.3.4.D.1</u> Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p><b><u>Career Ready Practices</u></b></p> <ul style="list-style-type: none"><li>• CRP2</li><li>• CRP4</li><li>• CRP6</li><li>• CRP7</li><li>• CRP11</li><li>• CRP12</li></ul> <p><b><u>English/Language Arts Standards</u></b></p>	<ul style="list-style-type: none"><li>• A community is established through the various cultures and diversity of its people</li><li>• Respecting various cultures and perspectives through awareness and communication can help to solve conflicts both locally and globally</li></ul>	<ul style="list-style-type: none"><li>• <a href="http://www.education.com/activity/third-grade/world-cultures/">http://www.education.com/activity/third-grade/world-cultures/</a> (Culture activities)</li></ul>

## Social Studies - Quarter III

### Big Idea: Relationships

#### Topic: American Culture

<p><b>Standards:</b></p> <p><u>6.1.4.A.3</u> Determine how “fairness”, “equality”, and the “common good” have influenced change at the local and national levels of United States government.</p> <p><u>6.1.4.A.9</u> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.</p> <p><u>6.1.4.A.10</u> Describe how the actions of Dr. Martin Luther King, Jr. and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p><u>6.1.4.A.12</u> Explain the process of creating change at the local, state, or national level</p> <p><u>6.1.4.D.11</u> Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p><u>6.1.4.D.14</u> Trace how American identity evolved over time.</p> <p><u>6.1.4.D.17</u> Explain the role of historical symbols, monuments, and holidays and how they affect American identity.</p>	<p><b>GOAL</b></p> <p>(1) Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy.</p> <p>(2) To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</p> <p>(3) Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources.</p> <p>(4) Demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship.</p> <p><b>Goal 6:</b> Be a proactive citizen that makes fair and rational decisions for the common good of all through an understanding of the influences and events of the past that have helped establish the American culture.</p>				
	<table border="1" style="width: 100%;"> <tr> <th style="width: 50%;">Essential Questions</th> <th style="width: 50%;">Instructional Tools/Learning Activities/Resources/Assessments</th> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• How has history influenced American values, beliefs, and equality?</li> <li>• What does it mean to be equal?</li> <li>• How can you stand up for your rights and create change</li> </ul> </td> <td> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Brain Pop Jr. (Related Videos; Columbus Day, George Washington, U.S. Symbols, Rosa Parks, Ellis Island, Susan B. Anthony, Statue of Liberty, Harriet Tubman, Eloise Greenfield, George Washington Carver, Martin Luther King, Jr. )</li> <li>• Learn 360 (Related Videos; Celebrating America: Symbols and Ceremonies / US Symbols and Quiz / Symbols and Celebrations of America / Heroes of Freedom)</li> </ul> <p><b>Helpful Links:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://bensguide.gpo.gov/3-5/symbols/">http://bensguide.gpo.gov/3-5/symbols/</a> (Symbols and interactive activities)</li> <li>• <a href="http://www.ipl.org/div/cquest/">http://www.ipl.org/div/cquest/</a> (Culture Quest Interactive World Tour)</li> </ul> </td> </tr> </table>	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments	<ul style="list-style-type: none"> <li>• How has history influenced American values, beliefs, and equality?</li> <li>• What does it mean to be equal?</li> <li>• How can you stand up for your rights and create change</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Brain Pop Jr. (Related Videos; Columbus Day, George Washington, U.S. Symbols, Rosa Parks, Ellis Island, Susan B. Anthony, Statue of Liberty, Harriet Tubman, Eloise Greenfield, George Washington Carver, Martin Luther King, Jr. )</li> <li>• Learn 360 (Related Videos; Celebrating America: Symbols and Ceremonies / US Symbols and Quiz / Symbols and Celebrations of America / Heroes of Freedom)</li> </ul> <p><b>Helpful Links:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://bensguide.gpo.gov/3-5/symbols/">http://bensguide.gpo.gov/3-5/symbols/</a> (Symbols and interactive activities)</li> <li>• <a href="http://www.ipl.org/div/cquest/">http://www.ipl.org/div/cquest/</a> (Culture Quest Interactive World Tour)</li> </ul>
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	<p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>• America has grown to be what we know today because of individuals and events that promoted social change</li> <li>• The American identity is a compilation of the various cultures and people that make up America</li> </ul>				

## Social Studies - Quarter III

### Big Idea: Relationships

Topic: American Culture

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"><li>• CRP2</li><li>• CRP4</li><li>• CRP6</li><li>• CRP7</li><li>• CRP11</li><li>• CRP12</li></ul> <p><u>English/Language Arts Standards</u></p>		<ul style="list-style-type: none"><li>• <a href="http://www.education.com/activity/third-grade/world-cultures/">http://www.education.com/activity/third-grade/world-cultures/</a> (Culture activities)</li><li>• <a href="http://www.totally3rdgrade.com/people.html">http://www.totally3rdgrade.com/people.html</a> (song about culture)</li><li>• <a href="http://pbskids.org/arthur/games/connectworld/index.html">http://pbskids.org/arthur/games/connectworld/index.html</a> (Interactive games)</li><li>• <a href="http://www.eduplace.com/geonet/index.html">http://www.eduplace.com/geonet/index.html</a> (Interactive games)</li><li>• <a href="http://www.pbs.org/parents/mayaandmiguel/english/activities/calendar.html">http://www.pbs.org/parents/mayaandmiguel/english/activities/calendar.html</a> (Family Tradition Activities)</li><li>• <a href="http://www.education.com/activity/third-grade/world-cultures/">http://www.education.com/activity/third-grade/world-cultures/</a> (Culture activities)</li></ul>

## Social Studies - Quarter IV

### Big Idea: Discovery

#### Topic: Economics

<p><b>Standards:</b></p> <p><u>6.1.4.B.6</u> Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</p> <p><u>6.1.4.C.1</u> Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.</p> <p><u>6.1.4.C.2</u> Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p><u>6.1.4.C.3</u> Explain why incentives vary between and among producers and consumers.</p> <p><u>6.1.4.C.4</u> Describe how supply and demand influences price and output of products.</p> <p><u>6.1.4.C.5</u> Explain the role of specialization in the production and exchange of goods and services.</p> <p><u>6.1.4.C.6</u> Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p>	<b>GOAL</b>	
	<p>(1) Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy.</p> <p>(2) To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</p> <p>(3) Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources.</p> <p>(4) Demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship.</p> <p><b>Goal 7:</b> Make informed decisions as a consumer through analyzing and examining the link between goods and services with producers and consumers to gain an understanding of how an economy functions..</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• What do I need to know in order to be an informed consumer?</li> <li>• How are my wants and needs different from others?</li> <li>• How can I make good decisions with my money?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Brain Pop Jr. (Related Videos; Needs and Wants / Goods and Services / Saving and Spending)</li> <li>• Learn 360 (Related Videos; Lemonade for Sale / Death Knell for Oil / World Power - Barter)</li> </ul> <p><b>Helpful Links</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.superteacherworksheets.com/economics.html">http://www.superteacherworksheets.com/economics.html</a> (Economic Worksheets)</li> <li>• <a href="http://www.totally3rdgrade.com/supply_and_demand.html">http://www.totally3rdgrade.com/supply_and_demand.html</a> (song about economics)</li> <li>• <a href="http://classroom.jc-schools.net/SS-units/economics.htm">http://classroom.jc-schools.net/SS-units/economics.htm</a> (Interactive games and activities)</li> <li>• <a href="http://www.lessonplanet.com/economics">http://www.lessonplanet.com/economics</a> (Economic Lesson Plans &amp; Activities)</li> </ul>
	<b>Enduring Understanding</b>	
	<ul style="list-style-type: none"> <li>• Community members depend on each other to meet their basic needs through working together to provide goods and services for a community.</li> </ul>	

## Social Studies – Quarter IV

### Big Idea: Discovery

#### Topic: Economics

<b>Standards (Continued)</b>	<b>Enduring Understanding (Continued)</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments (Continued)</b>
<p><u>6.1.4.C.7</u> Explain how the availability of private and public goods and services is influenced by the global market and government.</p> <p><u>6.1.4.C.8</u> 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.</p> <p><u>6.1.4.C.9</u> Compare and contrast how access to and use of resources affects people across the world differently.</p> <p><u>6.1.4.C.10</u> Explain the role of money, savings, debt, and investment in individuals' lives.</p> <p><u>6.1.4.C.11</u> Recognize the importance of setting long-term goals when making financial decisions within the community.</p> <p><u>6.3.4.C.1</u> Develop and implement a group initiative that addresses an economic issue impacting children.</p> <p><b>Career Ready Practices</b> CRP2, CRP4, CRP6, CRP7, CRP11, CRP12</p> <p><b>English/Language Arts Standards</b> RL 1-7, RI 1-10, RF 1-4, W 1-3, SL 1-6, L-1,2,4,5,6</p>	<ul style="list-style-type: none"><li>The demands for products and the supply of goods and services effect communities and their economy.</li></ul>	<ul style="list-style-type: none"><li><a href="http://www.education.com/activity/third-grade/world-cultures/">http://www.education.com/activity/third-grade/world-cultures/</a> (Culture activities)</li><li><a href="http://www.totally3rdgrade.com/people.html">http://www.totally3rdgrade.com/people.html</a> (song about culture)</li><li><a href="http://pbskids.org/arthur/games/connectworld/index.html">http://pbskids.org/arthur/games/connectworld/index.html</a> (Interactive games)</li><li><a href="http://www.eduplace.com/geonet/index.html">http://www.eduplace.com/geonet/index.html</a> (Interactive games)</li><li><a href="http://www.pbs.org/parents/mayaandmiguel/english/activities/calendar.html">http://www.pbs.org/parents/mayaandmiguel/english/activities/calendar.html</a> (Family Tradition Activities)</li><li><a href="http://www.education.com/activity/third-grade/world-cultures/">http://www.education.com/activity/third-grade/world-cultures/</a> (Culture activities)</li></ul>

## Social Studies – Quarter IV

### Big Idea: Discovery

#### Topic: Innovation

<p><b>Standards:</b></p> <p><u>6.1.4.B.9</u> Relate advances in science and technology to environmental concerns, and to action taken to address them.</p> <p><u>6.1.4.C.12</u> Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</p> <p><u>6.1.4.C.13</u> Determine the qualities of entrepreneurs in a capitalistic society.</p> <p><u>6.1.4.C.14</u> Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.</p> <p><u>6.1.4.C.15</u> Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p><u>6.1.4.C.16</u> Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p><u>6.1.4.C.17</u> Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</p>	<b>GOAL</b>	
	<p>(1) Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy.</p> <p>(2) To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</p> <p>(3) Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources.</p> <p>(4) Demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship.</p> <p><b>Goal 8:</b> Identify key inventions throughout history, and discuss how they have changed life both positively and negatively.</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• How have inventions shaped my life today?</li> <li>• Why would my life be different without technology?</li> <li>• How can technology impact us negatively?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Brain Pop Jr. (Related Videos; Alexander Graham Bell)</li> <li>• Learn 360 (Related Videos; Famous Inventions and Inventors / Thomas Edison, A Life of Inventions / History of Transportation / Cool</li> <li>• Inventions / Inventors Video Quiz / Inventions from Ancient Times to the Printing Press, A Life of Invention)</li> </ul>
	<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>• Innovation and creativity effect the quality of living, community development, and opportunity</li> <li>• Historical innovators and inventions have helped shape the world and how people live</li> </ul>

## Social Studies – Quarter IV

### Big Idea: Discovery

#### Topic: Innovation

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p>6.14.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p> <p><b>Career Ready Practices</b> CRP2, CRP4, CRP6, CRP7, CRP11, CRP12</p> <p><b>English/Language Arts Standards</b> CCS: RL 1-7; RI 1-10; RF 1-4; W 1-8; SL 1-6; L 1,2,4,5,6</p>	<ul style="list-style-type: none"><li>The demands for products and the supply of goods and services affect communities and their economy.</li></ul>	<p><b>Helpful Links:</b></p> <ul style="list-style-type: none"><li><a href="http://www.pbs.org/benfranklin/teacherguide.html">http://www.pbs.org/benfranklin/teacherguide.html</a> (innovation activities)</li><li><a href="http://www.discovereducation.com/teachers/free-lesson-plans/inventors-and-inventions-2-air-and-space.cfm">http://www.discovereducation.com/teachers/free-lesson-plans/inventors-and-inventions-2-air-and-space.cfm</a> (lesson plans)</li><li><a href="http://www.kidinventorsday.com/teachers_guides.htm">http://www.kidinventorsday.com/teachers_guides.htm</a> (additional links)</li><li><a href="http://its.guilford.k12.nc.us/webquests/grade3.html">http://its.guilford.k12.nc.us/webquests/grade3.html</a> (innovation activities)</li><li><a href="http://www.buzzle.com/articles/3rd-grade-invention-ideas.html">www.buzzle.com/articles/3rd-grade-invention-ideas.html</a> (invention ideas)</li></ul>

**Social Studies - Grade 3**  
**COURSE BENCHMARKS**

1. Students will be able to identify purposes for living in communities and the various communities to which he/she belongs.
2. Understand that a citizen's fundamental rights are protected under the rules and laws created by government and the peoples' responsibility to follow the laws for the well-being of all citizens
3. Compare and make connections between their location and lifestyle to the larger world through communicating and interpreting visual representations of various locations.
4. The student will be able to identify physical attributes of geographical regions and how geography can contribute to lifestyles
5. Respect the diversity of community members and people around the world through an understanding and acknowledgement of cultural, religious, and ethnic contributions to the greater community.
6. Be a proactive citizen that makes fair and rational decisions for the common good of all through an understanding of the influences and events of the past that have helped establish the American culture.
7. Make informed decisions as a consumer through analyzing and examining the link between goods and services with producers and consumers to gain an understanding of how an economy functions.
8. Identify key inventions throughout history, and discuss how they have changed life both positively and negatively.