

**Grade Level / Content Area: Grade 3 Social Studies
Curriculum**

Unit 1 “Oh the Places You Will Go” Geographical Tools and Locations

Course Description:

In this unit, students will be presented with the following task:

Who decides where you’ll spend your free time in the summer? Is it normally the grown-ups in your house? Now is the chance for you to plan a trip and present your ideas to your family.

First, you will locate and explore the United States, Mexico and Canada by using different types of maps. Then you will decide where you would like to travel on vacation and create an itinerary/plan to share with your family.

Big Ideas:

Map skills help us understand all that our country has to offer.

<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can I use a map to learn about different communities? ● How do we use different map features? ● What are the characteristics of the regions of the United States? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Map skills are necessary for understanding and navigating through the world around you. ● The geography of where we live influences how we live. ● Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment, for problem solving and historical understanding.
<p>Areas of Focus:</p> <p>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.</p> <p>6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.</p> <p>6.1.4.A.4 Explain how the United States government is organized and how the United</p>	<p>Examples, Outcomes, Assessments (see note below about the content of this section)</p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Geographical, physical, and natural characteristics of United States, Mexico, and Canada <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Exit tickets ● Journal activities ● Quizzes ● Discussion answers ● Write long/essay ● Compare/contrast on Venn diagram

<p>States Constitution defines and checks the power of government.</p> <p>6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.4.A.6 Explain how national and state governments share power in the federal system of government.</p> <p>6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.4.A.10 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>6.1.4.A.12 Explain the process of creating change at the local, state, or national level.</p> <p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<ul style="list-style-type: none"> ● Answer essential questions <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● KWL chart ● Video research ● Read and research ● Partnership discussions ● Map skills and planning <p>Interdisciplinary Connections</p> <p>Technology Integration</p> <p>Global Perspectives</p>
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NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Grade Level / Content Area: Grade 3 Social Studies Curriculum

Unit 2 Rock the Vote

Course Description:

In this unit, students will be presented with the following task:

Should the minimum voting age be lowered, or even eliminated? What are the issues involved? You will decide whether or not you agree with the voting age. Then you will split up into two parties, and will work on creating ways to campaign and promote your opinion. Then we will hold a class election to see if the voting age will be eliminated or will remain.

Big Ideas:

In a democracy the political system reflects belief in a government that represents the people, protects individual rights, and helps determine the common good.

<p>Essential Questions</p> <ul style="list-style-type: none">• What are different ways we can create change?• How do rules and laws help our society?• How do citizens of New Jersey make rules and laws?	<p>Enduring Understandings</p> <ul style="list-style-type: none">• Political systems are the people, practices, and institutions that use power to help make and enforce societal decisions.• Governments are the formal decision making institutions created in a political system.
<p>Areas of Focus:</p> <p>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.</p> <p>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.</p>	<p>Examples, Outcomes, Assessments <i>(see note below about the content of this section)</i></p> <p>Instructional Focus:</p> <ul style="list-style-type: none">• Election process• Right to vote• Democratic party system <p>Sample Assessments:</p> <ul style="list-style-type: none">• Exit tickets• Journal activities

<p>6.1.4.A.11- Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>6.1.4.A.12- Explain the process of creating change at the local, state, or national level.</p> <p>6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present</p>	<ul style="list-style-type: none"> ● Quizzes ● Discussion answers ● Write long/essay ● Compare/contrast on Venn diagram ● Answer essential questions <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● KWL chart ● Video research ● Read and research ● Research centers ● Partnership discussions ● Write persuasive letters ● Create GoogleSlides presentation <p>Interdisciplinary Connections</p> <p>Technology Integration</p> <p>Global Perspectives</p>
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Civic Literacy

Health Literacy

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Unit 3 New Jersey A Great Place For A Stay (or Va-) cation

Course Description:

In this unit, students will be presented with the following project:

As a New Jersey resident, it is your job to show those who don't live here (and even those who do!) all that our state holds within its borders. You want to change public perception of our great state by creating a travel brochure that focuses on the four regions of our state. You will investigate NJ's regions, characteristics, symbols, climate, population, history, and natural resources, and then create a brochure.

Big Ideas:

New Jersey is a state with much to offer its citizens and tourists.

<p>Essential Questions</p> <p>What key events led to the creation of New Jersey?</p> <p>How can you compare and contrast the regions of New Jersey?</p> <p>How does the location of New Jersey influence its culture and economics?</p> <p>What has impacted where and how people live in New Jersey?</p>	<p>Enduring Understandings</p> <ul style="list-style-type: none">● Geography, natural resources, climate, transportation, and technology have impacted the state of NJ and determined its regions.
<p>Areas of Focus:</p> <p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the</p>	<p>Examples, Outcomes, Assessments (see note below about the content of this section)</p> <p>Instructional Focus:</p> <ul style="list-style-type: none">● Regions of NJ● Geography, natural resources, climate, transportation, and technology

<p>United States.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p> <p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. (NJ symbols)</p>	<ul style="list-style-type: none"> ● History and symbols of NJ <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Timeline ● Exit tickets ● Journal activities ● Quizzes ● Discussion answers ● Write long/essay ● Compare/contrast on Venn diagram ● Answer essential questions <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● Research ● Compare/contrast ● Debate ● Map skills ● Centers ● Write around <p>Interdisciplinary Connections</p> <p>Technology Integration</p> <p>Global Perspectives</p>
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Civic Literacy

Health Literacy

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Unit 4 A Whole New World - Immigration

Course Description:

In this unit, students will be presented with the following project:

Imagine you left everything you had owned and knew behind to start a new life because of a dream. Does the American dream mean different things to different Americans?

Big Ideas:

The United States culture and democracy is built on the diverse cultural backgrounds of its people American citizens.

<p>Essential Questions</p> <p>Why do cultures change over time?</p> <p>What factors influence a person's viewpoints, how can you effectively cooperate with diverse ideas?</p> <p>How has immigration influenced the cultural makeup of our country?</p> <p>Why did people come to the United States of America?</p> <p>Why is it important to learn about other people, places, and cultures around the world?</p>	<p>Enduring Understandings</p> <ul style="list-style-type: none">• With the exception of Native Americans, everyone in the United States is either an immigrant or a descendant of immigrants from the past five centuries• Groups of immigrants came to the United States for a variety of reasons, including changing economic conditions and religious persecution in their home countries• Public attitudes and the political landscape in the United States have often reflected negative reactions toward new groups of immigrants
<p>Areas of Focus:</p> <p>6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated</p>	<p>Examples, Outcomes, Assessments</p> <p>(see note below about the content of this section)</p>

<p>to New Jersey and America, and describe the challenges they encountered.</p> <p>6.1.4.A.13 Describe the process by which immigrants become United States citizens.</p> <p>6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other in an interconnected world.</p> <p>6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.14 Trace how the American identity evolved over time.</p> <p>6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p>6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Immigration background ● Groups of immigration ● Ellis Island ● Statue of Liberty ● Presentation <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Timeline ● Exit tickets ● Journal activities ● Quizzes ● Discussion answers ● Write long/essay ● Compare/contrast on Venn diagram ● Answer essential questions <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● Research ● Compare/contrast ● Debate ● Map skills ● Centers ● Write around <p>Interdisciplinary Connections</p> <p>Technology Integration</p> <p>Global Perspectives</p>
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Unit 5 Unit 5 - One Cent, Two Cent, Old Cent, New Cent - Economics

Course Description:

In this unit, students will be presented with the following project:

What if you could start your own business? Would you provide goods or services? How would you finance it? How would control your budget? How would you divide labor?

Students will work in small groups or independently to create a product to sell at the market. They will earn capital, brainstorm ideas, design a prototype, manage a budget, advertise their product and eventually put their product up for sale.

Big Ideas:

The United States culture and democracy is built on the diverse cultural backgrounds of its people American citizens.

Essential Questions

What is the importance of money and saving in an individual's life?

Enduring Understandings

- Decisions concerning the allocation and use of economic resources impact

<p>How do needs and wants affect our decisions with money? What different factors impact our economy?</p>	<p>individuals and groups</p> <ul style="list-style-type: none"> ● Financial planning, savings, and investing are important in being successful in my financial future. ● Personal actions today and tomorrow may have an effect on my future financial well being. ●
<p>Areas of Focus:</p> <p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.4.C.4 Describe how supply and demand influence price and output of products.</p> <p>6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently. (start at the community/state level)</p> <p>6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives. (focus on money and savings)</p> <p>6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.</p> <p>6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society</p> <p>6.1.4.C.14 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.</p> <p>6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p>	<p>Examples, Outcomes, Assessments (see note below about the content of this section)</p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Needs and Wants ● Supply and Demand ● Goods and Services ● Supply and Demand <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Timeline ● Exit tickets ● Journal activities ● Quizzes ● Discussion answers ● Write long/essay ● Compare/contrast on Venn diagram ● Answer essential questions <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● Research ● Compare/contrast ● Debate ● Centers ● Write around ● Simulation ● Business plan <p>Interdisciplinary Connections</p> <p>Technology Integration</p> <p>Global Perspectives</p>

6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.

6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

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