

3rd Grade Social Studies Curriculum 2023

Chapter 1: Our Environment

Standards:

**6.1.5.GeoPP.1, 6.1.5.GeoPP.2, 6.1.5.GeoPP.3, 6.1.5.GeoPP.4, 6.1.5.GeoPP.5,
6.1.5.GeoPP.6, 6.1.5.GeoSV.1, 6.1.5.GeoSV.2, 6.1.5.GeoSV.3, 6.1.5.GeoSV.4,
6.1.5.GeoSV.5, 6.1.5.GeoHe.1, 6.1.5.GeoHe.2, 6.1.5.GeoHe.3, 6.1.5.GeoGl.1,
6.1.5.GeoGl.2, 6.1.5.GeoGl.3, 6.1.5.GeoGl.4**

Objectives:

- ❖ 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
- ❖ Recognize that weather and climate vary from place to place
- ❖ Describe the weather and climate in different places
- ❖ 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
- ❖ Compare and contrast different ecosystems
- ❖ Identify and describe natural hazards and natural disasters
- ❖ Use digital geography tools to learn more about the planet
- ❖ Describe the 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
- ❖ Understand cause and effect relationships
- ❖ Identify examples of cause and effect
- ❖ Recognize words that signal cause or effect
- ❖ Understand that the environment influence how and where people live
- ❖ Understand that climate influences how and where people live
- ❖ Describe ways people interact with their physical environment to meet their basic needs
- ❖ Identify human actions that affect the environment in positive and negative ways
- ❖ Explain how and why people protect the environment

Extended Activity:

Students will use classroom resources to make a collage in answer to the compelling question: "How do we interact with our planet?" Then, they will write a paragraph explaining their collage.

Gifted and Talented Activity:

Students will create a sight-seeing guide with the goal of telling others about one national park and explain what it has to offer visitors. They will prepare to write, trade sightseeing guides with a partner to brainstorm ways to improve their guide, write their guide and then share and present their guide to the class.

Chapter 2: Economics

Standards:

6.1.5.EconET.1, 6.1.5.EconET.2, 6.1.5.EconET.3, 6.1.5.EconEM.1, 6.1.5.EconEM.2, 6.1.5.EconEM.3, 6.1.5.EconEM.4, 6.1.5.EconEM.5, 6.1.5.EconEM.6, 6.1.5.EconNM.1, 6.1.5.EconNM.2, 6.1.5.EconNM.3, 6.1.5.EconNM.4, 6.1.5.EconNM.5, 6.1.5.EconNM.6, 6.1.5.EconNM.7, 6.1.5.EconGE.1, 6.1.5.EconGE.2, 6.1.5.EconGE.3, 6.1.5.EconGE.4, 6.1.5.EconGE.5.

Objectives:

- ❖ 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
- ❖ Interpret text and images in a primary source from early America
- ❖ Use a primary source to draw conclusions about the economic history of the US
- ❖ 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
- ❖ Define cost and benefit
- ❖ Conduct a cost-benefit analysis using hypothetical historical situations
- ❖ Conduct a cost-benefit analysis regarding a personal economic choice
- ❖ 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

Extended Activity:

Students will create a collage using classroom resources to answer the compelling question, “How do we use resources?”. Completed collages will be displayed.

Gifted and Talented Activity:

Students will make a poster showing the resources needed to make and sell lemonade! Students will make headings for each of the three types of resources. Then, students will give a short definition of that type of resource. Then, students will gather pictures of natural resources, human resources, and capital resources that could be used to make lemonade. Students can use magazines, newspapers and the internet. They will figure out the group where each picture should be placed. Students will leave space for the labels. Next, students will share their ideas with the class by laying their poster flat on their desk and the pictures where you want them, getting feedback from classmates. Everyone will look at each poster to help make sure the pictures are in the correct groups. If any are not in the right place, the student can rearrange the image. Next students will add details by completing the poster by pasting on the picture and labeling, telling why each picture is an example of that resource. Posters will be hung for all to see!

Chapter 3: Communities Build a Nation

Standards:

6.1.5.HistoryUP.1, 6.1.5.HistoryUP.2, 6.1.5.HistoryUP.3, 6.1.5.HistoryUP.4,
6.1.5.HistoryUP.5, 6.1.5.HistoryUP.6, 6.1.5.HistoryUP.7, 6.1.5.HistorySE.1,
6.1.5.HistorySE.2, 6.1.5.HistoryCAE.1

Objectives:

- ❖ Apply the concepts learned in this chapter to write about past events that have made the most difference in our lives today
- ❖ Discuss the Compelling Question: “How have past events influenced our lives?”
- ❖ Identify and compare how different cultural groups used their available resources

- ❖ Identify ways that Native American groups cooperate 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
- ❖ Identify reasons for exploration by European explorers
- ❖ Explain the reasons and resulting effects of Spanish exploration
- ❖ Describe the reasons for French exploration
- ❖ Understand concept of a timeline
- ❖ Use timelines to analyze events in history
- ❖ Create and interpret a 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 build 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 times
- ❖ Identify the purpose of the Declaration of Independence and the US Constitution, including the Bill of Rights

Extended Activities:

Students will work with partners to complete a lesson “exit ticket.” Working together, students will use an index card to answer the following questions: *What did King Philip II of Spain do to protect Spanish treasure ships? Was he successful – why or why not?*”. In three to five sentences, the pairs will be able to complete this lesson recap, by working together and using text evidence to support their answer.

Gifted and Talented Activities:

Students will work to create a persuasive text. First, they will brainstorm a list of notes about their topic – something from this chapter that has made a difference in their life. They will write down the event or person’s name and make notes using evidence from the text. Then students will write a draft by using their notes and the chapter’s Quests Connections to write a persuasive text in which they tell how an event or person from the past has made a difference in their life. Students will provide evidence to support their ideas, using words and phrases such as *I think this because* or *In my opinion*. Students will share their draft with a partner and ask for feedback and ideas on how to improve their draft to make it more convincing. Finally, students will revise their work, making changes based on their discussions with their partner.

Chapter 4: Government, Landmarks, and Symbols

Standards:

6.1.5.HistoryUP.1, 6.1.5.HistoryUP.2, 6.1.5.HistoryUP.3, 6.1.5.HistoryUP.4,
 6.1.5.HistoryUP.5, 6.1.5.HistoryUP.6, 6.1.5.HistoryUP.7, 6.1.5.HistorySE.1,
 6.1.5.HistorySE.2

Objectives:

- ❖ Explain the need for government
- ❖ Evaluate the purpose and importance of the US 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.
- ❖ Recognize how items are alike and distinguish how items are different
- ❖ Identify key words that signify similarities and differences
- ❖ Use diagrams to compare and contrast information
- ❖ Connect the meaning of holidays, landmarks and symbols to history and cultures
- ❖ Assesses the value of holidays, landmarks and symbols to civic pride
- ❖ Explain the legacy of ideas contained the Declaration of independence and the US Constitution

Extended Activity:

Students will create an active classroom world web. Using the phrase *local government services* in the center of the map, students will fill in the web with words or phrases that describe the services their local government provides to their community. Then students will research one of those jobs and write a paragraph on how those workers help our community and if it is a job they are interested in.

Gifted and Talented Activities:

Students will build on their active classroom world web by presenting on a local government job. Students will decide on the job they want to investigate. Then, they will find out more about the job, including what tasks someone with this job performs, what training is needed, what qualities this person should have and any other interesting details about the position. Students will list duties that are important for this job and two skills you would need to be successful at this job. Then, using notecards and practicing in front of an audience at home first, present to a younger audience – the first graders at Soaring Heights Charter School. Their goal is present clearly and confidently, being able to answer questions from the Grade 1 audience after the presentation. Students will write a one paragraph reflection of how their presentation went.

Chapter 5: Citizenship and Civic Engagement

Standards:

6.1.5.CivicsPI.1, 6.1.5.CivicsPI.2, 6.1.5.CivicsPI.3, 6.1.5.CivicsPI.4, 6.1.5.CivicsPD.1, 6.1.5.CivicsPD.2, 6.1.5.CivicsPD.3, 6.1.5.CivicsPD.4, 6.1.5.CivicsPR.1, 6.1.5.CivicsPR.2, 6.1.5.CivicsPR.3, 6.1.5.CivicsPR.4, 6.1.5.CivicsPR.1, 6.1.5.CivicsHR.1, 6.1.5.CivicsHR.4

Objectives:

- ❖ 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.

Extended Activity:

Students will break into groups. They will write an ad to ask for volunteers for a specific job, such as working at an animal shelter or food pantry. The ad will include details on the type of work and why it's important. Once they finish, they will share ads with the class.

Gifted and Talented Activity:

Students will discuss a compelling question, “Which do you think is more beneficial to your community, voting or volunteering?” Have students work in groups to create a short video to show evidence for response. Before creating a video they will brainstorm and organize their information.

Chapter 6: A Growing Nation**Standards:**

6.1.5.GeoGI.1, 6.1.5.GeoGI.2, 6.1.5.GeoGI.3, 6.1.5.GeoGI.4, 6.1.5.EconNM.3, 6.1.5.EconGE.1, 6.1.5.EconGE.5, 6.1.5.HistoryCC.9

Objectives:

- ❖ 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.
- ❖ 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.
- ❖ 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.
- ❖ Explain how new machines and ideas changed the workplace.
- ❖ Recognize how innovations in medicine helped people lead longer, healthier lives.
- ❖ Describe the new ideas that developed in the arts.

Extended Activity:

Students will create a T-chart to compare ways that schools have changed and how they are the same. They will create a google slide presentation to provide a visual representation for T-chart. Students will present their presentation to the class.

Gifted and Talented Activity:

Students will create a 3D model to tell about what life was like for an immigrant to the United States. Brainstorm and organize ideas before making a model to answer the compelling question “How can American immigrants succeed?”

Chapter 7: Celebrating Our Communities

Standards:

6.1.5.HistoryUP.2, 6.1.5.GeoPP.4, 6.1.5.HistoryCC.5, 6.1.5.HistoryUP.2,
6.1.5.HistoryUP.3, 6.1.5.HistoryUP.4, 6.1.5.HistoryUP.6, 6.1.5.HistoryUP.7

Objectives:

- ❖ Use prior knowledge to gain an understanding.
- ❖ Identify reasons people have formed communities.
- ❖ Identify the types of characteristics that comprise a community or region.
- ❖ Describe how communities have changed over time.
- ❖ Distinguish between the characteristics of rural, suburban, and urban communities.
- ❖ Understand how the characteristics of rural, suburban, and urban communities influence settlement patterns and daily life in these communities.
- ❖ Explain why people who live in each type of community need to interact with each other.
- ❖ Identify the cultures that have settled the United States and other areas of the world.
- ❖ Compare the cultural characteristics of diverse populations in one of the five regions of the United States with another area of the world.
- ❖ Understand that a community's cultural heritage can be communicated through stories, art, and music.
- ❖ Compare and contrast the arts from various communities.
- ❖ Holiday traditions are part of a culture.
- ❖ Identify reasons people come to live in the United States.
- ❖ Identify contributions from various ethnic groups to the United States.
- ❖ Explain the significance of and compare the various ethnic and/or cultural celebrations and contributions to the local community and other communities.

Extended Activity:

Students will create a Venn diagram comparing and contrasting how rural and suburban communities are alike and different. They will think about how each type of community helps meet the needs of its citizens.

Gifted and Talented Activity:

Students will create a video advertisement to describe why people like their community. The video will tell about their community's cultures and activities by answering the compelling question "What is special about your community?"

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35- 4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35- 4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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