Social Studies Curriculum

Grade 3
**Course Description**

The Common Core Content Standards serve as the basis for grade three, “Our Communities” course. As students’ progress through the five units of the school year, there are areas of focus that examine: living in a community, historic perspective on communities, the inner workings of a community, the role of government in communities, and the many cultures of the United States.

Within the first unit there will be strong emphasis on developing students’ understanding around what are the components that help to create and sustain a community. Thereafter, students will examine communities from a historical perspective. The ideas surrounding the growth and sophisticated communities of today will be evaluated to compare, contrast and find commonalities.

Students will also evaluate the inner workings of a community to determine the type of requirements that are needed to support communities across the United States and beyond. During this time students will also examine the differences in communities and examine geographically where these communities develop and the rationale for such practices.

Governmental structures that assist with the functionality of communities will be examined by students, wherein, opportunities for cross-references can be made to examine the role of the citizen, the role of local government and the balance of fairness and justice for all its members. Finally, the year will conclude with a review of the cultural diversity that contributes to the make-up of a given community. Students have opportunity to determine their uniqueness and contributions to their community as they examine the contributions of others both presents and past.
# Grade 3 Social Studies

## PACING CHART

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>People Build Communities</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>Communities Have History</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Communities at Work</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 4</td>
<td>Communities Have Government</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Many Cultures One Country</td>
<td>6 Weeks</td>
</tr>
</tbody>
</table>
Educational Technology Standards

8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.2, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1

- **Technology Operations and Concepts**
  - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
  - Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
  - Use a graphic organizer to organize information about a problem or issue.

- **Creativity and Innovation**
  - Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.

- **Communication and Collaboration**
  - Engage in online discussion with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

- **Digital Citizenship**
  - Understand the need for and use of copyrights.
  - Analyze the resources citations in online materials for proper use.
  - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
  - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

- **Research and Information Literacy**
  - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

- **Critical Thinking, Problem Solving, Decision Making**
  - Apply digital tools to collect, organize, and analyze data that support a scientific finding.
## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

### CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

### CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
### Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
Differentiated Instruction
Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
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<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td></td>
<td>Color code materials</td>
</tr>
</tbody>
</table>
**Enrichment**

Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

*Suggested Formative/Summative Classroom Assessments*

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
B. Geography, People, and the Environment

- **6.1.4.B.1** Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

- **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.

- **6.1.4.B.7** Explain why some locations in New Jersey and the United States are more suited for settlement than others.

- **6.1.4.B.8** Compare ways people choose to use and divide natural resources.

C. Economics, Innovation, and Technology

- **6.1.4.C.9** Compare and contrast how access to and use of resources affects people across the world differently.

- **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 have played in economic opportunities.

**English Language Arts Common Core Standards**

**Integration of Knowledge and Ideas:**
CCSS.ELA-LITERACY.RI.3.7
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Range of Reading and Level of Text Complexity:**
CCSS.ELA-LITERACY.RI.3.10
By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
Text Types and Purposes:
CCSS.ELA-LITERACY.W.3.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Presentation of Knowledge and Ideas:
CCSS.ELA-LITERACY.SL.3.4
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.3.6
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

Key Ideas and Details:
CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.CCRA.R.10
Read and comprehend complex literary and informational texts independently and proficiently.
| **Grade:** 3 | **Unit:** 1 4-5 Weeks | **Topic:** People Build Communities  
A community consists of a variety of interdependent people who live in a common area and/or work in this area. Communities are influenced by their geography and the natural resources available to them. Community members work to protect their natural resources. |
| --- | --- | --- |

<table>
<thead>
<tr>
<th><strong>NJDOE Student Learning Objectives</strong></th>
<th><strong>Essential Question</strong></th>
<th><strong>Sample Activities</strong></th>
<th><strong>Resources</strong></th>
<th><strong>Interdisciplinary Connections</strong></th>
</tr>
</thead>
</table>
| Describe how citizens work together to improve communities.  
**Standards:** 6.1.4.A.15 | What changes have affected our communities over time?  
How are communities/places alike and different? | **Make a Foldable** to help organize what is learned about “Life in Communities.”  
**Brochure:** In groups, create a school brochure to promote the “good things” your school has done to create a good/safe community. | **Suggested/Recommended Read Aloud**  
Kalman, B. (2000). *What is a community from A to Z?* | **ELA/ART:** School brochure (see Sample Activities) informative text writing to convey information about a topic clearly. |
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| Compare ways in which people in different types of communities meet their needs.  
**Standards:** 6.1.4.B.8 | What are ways that citizens work together to improve their community? | Write an email/letter to a friend in another town and tell him/her how the people in your community live, work and play. | Suggested/Recommended Read Aloud  
Bullard, L. (2002). My neighborhood: races and faces | Writing/Technology: Email a letter to a friend and write postcard (see Sample Activities)  
ELA: Summarize key supporting details and ideas (see Read Aloud in Sample Activities) |
| Differentiate between a living and nonliving natural renewable resources by describing their nature and characteristics.  
**Standards:** 6.1.4.B.8, 6.1.4.C. 14 | What is a natural resource?  
How do natural resources, geography and climate affect the community? | Folder: Make a natural resources Foldable to help organize understanding.  
Make “Earth Pockets” using paper plates in which the students place a string of illustrations and words that show the transformation of a natural resource into a product. (see Resources) | How to make an Earth Pocket and Mobile  
http://www.calrecycle.ca.gov/Education/curriculum/ctl/k3module/unit1/lesson2.pdf  
p 19-23 | Art: Make Earth Pockets or a mobile (see Sample activities) |
| Summarize how people can take responsibility in caring for their natural resources by working to protect them.  
**Standards:** 6.14.B.7, 8, | How can people take responsibility in caring for their natural resources? | Compare and Contrast how natural resources were used long and ago and are used today. | Natural Resources and Native Americans  
http://www.readworks.org/passages/native-american-0 | ELA: Compare and contrast, identify the purpose of a text, sequence of events (see Sample Activities and Natural Resources and |


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</thead>
<tbody>
<tr>
<td>Describe several different landforms and how people interact with them. Standards: 6.1.4.B.1-2, 4</td>
<td>How do people adjust to their physical environment? How do we interact with different landforms?</td>
<td><strong>Mobiles:</strong> Work in groups to make mobiles that represent the kinds of natural resources humans need in order to live. <strong>Write a Postcard:</strong> “Take a trip” and write a postcard to a friend describing a mountain or seaside community? <strong>Conduct a Webquest</strong> to find the landforms and bodies of water in our country.</td>
<td><strong>Suggested/Recommended Read Aloud</strong> Brooks, F. (1989) How Things Are Made <strong>Making Landform Activities</strong> <a href="http://www.3rdgradethoughts.com/2013/02/making-landforms-using-7-habits.html">http://www.3rdgradethoughts.com/2013/02/making-landforms-using-7-habits.html</a> <strong>Landform Activities</strong> <a href="http://www.totally3rdgrade.com/Worksheets/Wor_Landforms.pdf">http://www.totally3rdgrade.com/Worksheets/Wor_Landforms.pdf</a> <strong>Webquest creator:</strong> <a href="http://createwebquest.com">http://createwebquest.com</a></td>
<td><strong>Technology:</strong> Webquest (see Sample Activities) <strong>Writing:</strong> Explanatory essay (see Unit Projects) Native Americans passage)</td>
</tr>
</tbody>
</table>
# Amistad Additional Resources

The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12.  
[http://www.njamistadcurriculum.net/](http://www.njamistadcurriculum.net/)

All New Jersey educators with a school email address have access to the curriculum free of charge. Registration can be found on the homepage of the NJ Amistad Curriculum. All Paterson public school Social Studies teachers should create a login and password.

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

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<tr>
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<tbody>
<tr>
<td>1. Social Studies Skills</td>
<td>5. Establishment of a New Nation and Independence to Republic (1600-1800)</td>
</tr>
<tr>
<td>2. Indigenous Civilization (1000-1600)</td>
<td>6. The Constitution and Continental Congress (1775-1800)</td>
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<tr>
<td>4. The emerging Atlantic World (1200-1700)</td>
<td>8. The Civil War and Reconstruction (1861-1877)</td>
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<tr>
<td>9. Post Reconstruction and the origins of the Progressive Era</td>
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<tr>
<td>10. America Confronts the 20th Century and the emergent of Modern America (1901-1920)</td>
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<tr>
<td>11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945)</td>
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</tbody>
</table>

The Amistad Commission Interactive Curriculum contains the following resources for a teachers use that aligns with the topics covered:
2. Activities  7. Griot
3. Assessments  8. Library
4. Essentials  9. Links
5. Gallery  10. Rubrics

All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.
# Unit 1 Vocabulary

<table>
<thead>
<tr>
<th>Community</th>
<th>Mineral</th>
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<tbody>
<tr>
<td>Construction</td>
<td>Renewable resource</td>
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<tr>
<td>Citizen</td>
<td>Nonrenewable resource</td>
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<tr>
<td>Rural</td>
<td>Environment</td>
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<tr>
<td>Urban</td>
<td>Recycle</td>
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<td>Suburb</td>
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<td>Geography</td>
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<td>Landform</td>
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<td>Plain</td>
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<td>plateau</td>
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<tr>
<td>Climate</td>
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<td>Adapt</td>
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<tr>
<td>Natural resource</td>
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Choose 1

## Unit Project (Suggested)

<table>
<thead>
<tr>
<th>Build a 3-D Map of your community with clay. (Our Communities p. 61) Write a detailed description of your community that identifies particular landforms by name.</th>
<th>Make a poster showing ways that you and your family use natural resources. (Our Communities p. 45) Write an explanatory essay of 2 of the natural resources you identified in your poster and how this benefits your community. Present to the class.</th>
</tr>
</thead>
</table>