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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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<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>
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<tr>
<td>Unit 5</td>
<td>Many Cultures One Country</td>
<td>6 Weeks</td>
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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 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.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<tr>
<td>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.</td>
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<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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<tr>
<td>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.</td>
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<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
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><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></th>
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</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>
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<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>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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### Assistive Technology
- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization
- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
### 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
Social Studies Grades K-4 New Jersey Core Curriculum Content Standards
Grade 3 Unit III Communities at Work

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.

A. Civics, Government, and Human Rights
- 6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

B. Geography, People, and the Environment
- 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.

C. Economics, Innovation, and Technology
- 6.1.4.C.1 Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.3 Explain why incentives vary between and among producers and consumers.
- 6.1.4.C.4 Describe how supply and demand influence price and output of products.
- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.
- 6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals’ lives.
- 6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.
- 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
**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.

**Research to Build and Present Knowledge:**
CCSS.ELA-LITERACY.W.3.7
Conduct short research projects that build knowledge about a topic.

**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.)
Grade: 3  
Unit: III  
5 Weeks  

**Topic: Communities at Work**
Communities around the world are busy growing crops, making products and building things to buy and sell. People all around the world are busy working to provide us with goods and services.


**Standards:** CCSS: RI.3.7, RI.3.10, W.3.2, W.3.7, SL.3.4, SL.3.6

<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>
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<tbody>
<tr>
<td>Understand how a simple business operates in the US free-enterprise system. <strong>Standards:</strong> 6.1.4.C.1, 6, 7, 8</td>
<td>What is the importance of businesses to communities?</td>
<td><strong>Use a Foldable</strong> to record the main ideas of each of the lessons in Chapter 6 (see Our Communities pg. 159)</td>
<td>Farmers Farm passage <a href="http://www.readworks.org/passages/farmers-farm">http://www.readworks.org/passages/farmers-farm</a></td>
<td><strong>Reading:</strong> Foldable to log the main idea (see Sample Activities)</td>
</tr>
</tbody>
</table>
| Describe and identify goods and services. **Standards:** 6.1.4.C.3, 4, 5 | How are goods and services used in our day to day like? | **Use a graphic organizer** to compare and contrast consumers and producers. | **Compare and Contrast Organizer** [http://www.readwritethink.org/files/resources/lesson_images/lesson275/compon_chart.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson275/compon_chart.pdf)  
**Other Graphic Organizers** [http://www.eduplace.com/graphicorganizer/](http://www.eduplace.com/graphicorganizer/) | **Reading:** Use of graphic organizer to compare and contrast (See Sample Activities) |
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</table>
| Explain how supply and demand affect the price of goods.  
**Standards:** 6.1.4.C.2, 4 | How does supply and demand and scarcity affect the price of goods and services? | **Write:** ask students to write a paragraph about a time when they wanted to buy a toy or item from a store and the store was out of the item. Require that students use the terms supply, demand, and price in their paragraphs. | Third Grade Supply and demand  
**ELA/Financial Literacy:** Create a chart analyzing magazine ads and prices associated with the product. |
| Identify ways of earning, spending and saving money.  
**Standards:** 6.1.4.C.10, 11 | Why does a community set financial goals? | **Use a Word Web** to draw conclusions about a budget and how they are made and used and for what purpose. (Chapter 6, Lesson 2) | My Budget Lesson Plan  
**Reading:** Use of a word web (See Sample Activities) |
| Analyze a simple budget that allocates money for spending and saving.  
**Standards:** 6.1.4.C.10, 11 | How is money used?  
What are ways of earning and saving money? | **Make a class chart** showing the types of taxes (sales, property, income taxes) paid by family members of students. Have students draw pictures to illustrate the chart; for example, they may draw a picture of a product to represent sales tax. | Financial Resource  
**Art:** Role play a variety of financial transactions seen in the home and work place. |
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<tr>
<td>Explain the impact of scarcity on interdependence within communities. <strong>Standards:</strong> 6.1.4.C.1,2</td>
<td>How do people around the world get things they need? How is international trade different from domestic trade? How does trade link communities?</td>
<td><strong>Brainstorm:</strong> Have students make a list of five things they own. Including sneakers, clothes, toys, etc. Identify where each was made. Have students in groups of three graph their items to see how many were made outside of the United States. <strong>Write a letter</strong> to a pen pal about one of the items they export to the United States. Tell how it makes your life better.</td>
<td><strong>How to Shop Smart</strong> <a href="http://www.themint.org/kids/spending.html">http://www.themint.org/kids/spending.html</a></td>
<td><strong>Writing:</strong> Write a letter (See Sample Activities and Unit Project)</td>
</tr>
<tr>
<td>Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. <strong>Standards:</strong> 6.1.4.C.12</td>
<td>What is manufacturing? How do products get from the manufacturer to the consumer?</td>
<td><strong>Compare and contrast</strong> factories/manufacturing in the past and present. <strong>Discuss</strong> how technology has changed over time. Compare and contrast items from the early 2000s to the present.</td>
<td><strong>Inventions that Changed our World</strong> <a href="http://www.readworks.org/passages/inventions-changed-our-world">http://www.readworks.org/passages/inventions-changed-our-world</a> <strong>Thomas Edison</strong> <a href="http://www.readworks.org/passages/famous-inventors-thomas-edison">http://www.readworks.org/passages/famous-inventors-thomas-edison</a> (Homework option, should return prepared to discuss)</td>
<td><strong>Reading:</strong> Compare and Contrast (see Sample Activities)</td>
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</tbody>
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The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12.
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:

1. Social Studies Skills
2. Indigenous Civilization (1000-1600)
3. Ancient Africa (3000-1492)
4. The emerging Atlantic World (1200-1700)
5. Establishment of a New Nation and Independence to Republic (1600-1800)
6. The Constitution and Continental Congress (1775-1800)
7. The Evolution of a New Nation State (1801-1860)
8. The Civil War and Reconstruction (1861-1877)
9. Post Reconstruction and the origins of the Progressive Era
10. America Confronts the 20th Century and the emergent of Modern America (1901-1920)
11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945)

The Amistad Commission Interactive Curriculum contains the following resources for a teachers use that aligns with the topics covered:
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<tr>
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<tbody>
<tr>
<td>2. Activities</td>
<td>7. Griot</td>
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<tr>
<td>3. Assessments</td>
<td>8. Library</td>
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<tr>
<td>4. Essentials</td>
<td>9. Links</td>
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<tr>
<td>5. Gallery</td>
<td>10. Rubrics</td>
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All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.
# Unit 3 Vocabulary

<table>
<thead>
<tr>
<th>Goods</th>
<th>Manufacturing</th>
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<tbody>
<tr>
<td>Services</td>
<td>Factor</td>
</tr>
<tr>
<td>Expenses</td>
<td>Assembly line</td>
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<tr>
<td>Profit</td>
<td>Trade</td>
</tr>
<tr>
<td>Employee</td>
<td>Domestic trade</td>
</tr>
<tr>
<td>Producer</td>
<td>International trade</td>
</tr>
<tr>
<td>Consumer</td>
<td>Import</td>
</tr>
<tr>
<td>Economy</td>
<td>Export</td>
</tr>
<tr>
<td>Budget</td>
<td>Marketplace</td>
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<tr>
<td>Income</td>
<td>Global Marketplace</td>
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<tr>
<td>Opportunity cost</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Bank</td>
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Choose 1

Unit Project (Suggested)  Unit Project (Suggested)
**Accordion Book of Jobs** (Our Communities pg 210-211) After learning about the different kinds of jobs people have start to think about what kinds of jobs people in your community have. Interview family and neighbors to find out about their jobs, visit the workplace, take pictures, etc. Present orally.

Write a letter to the mayor or editor of the local newspaper describing someone you know who is doing an important job in the community. In the letter explain why this person deserves recognition for their work.