

Pine Hill Public Schools Curriculum

Content Area:		Social Studies	
Course Title/ Grade Level:		Social Studies/ Grade 3	
Unit 1:	Government	Weeks:	7 weeks
Unit 2:	Geography, People, and Environment	Weeks:	3 weeks
Unit 3:	Economics, Innovation, and Technology	Weeks:	3 weeks
Unit 4:	History, Culture, and Perspectives	Weeks:	3 weeks
Date Created or Revised:	June 20, 2012		
BOE Approval Date:	8/28/12		

**Pine Hill Public Schools
Social Studies Curriculum**

Unit Title: Government		Unit #: 1
Course or Grade Level: Social Studies – Grade 3		Length of Time: 7 weeks
Date Created: 6/20/12		BOE Approval Date:
Pacing	5 weeks	
Essential Questions	<ul style="list-style-type: none"> • What are the Branches of Government? • What are the roles and responsibilities of each Branch of Government? • How did the Mayflower Compact, The Declaration of Independence, The Constitution, and the Bill of Rights shape our government? 	
Content	<ul style="list-style-type: none"> • Branch of the Government • Roles of Responsibilities of each Branch • Rules and Laws • Fundamental rights • Mayflower Compact • The Declaration of Independence • The United States Constitution • The Bill of Rights • Immigration and Citizenship • National and International relationships 	
Skills	<ul style="list-style-type: none"> • Define new vocabulary • 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. • 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. • Explain how the United States government is organized and how the United States Constitution defines and limits the power of government. • Distinguish the roles and responsibilities of the three branches of the national government. • Explain how national and state governments share power in the federal system of government. • 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. • 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. • Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights. • Explain the process of creating change at the local, state, or national level. • Describe the process by which immigrants become United States citizens. • Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. • Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. • Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. • Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. 	
Assessments	<ul style="list-style-type: none"> • Summative: Tests or quizzes, Outlines, Reports, demonstration • Formative: teacher observations, Social Studies notebook, graphic organizers 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Diagrams • Posters • Group work • Visual cues 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Non-fiction writing • Fiction & Non-Fiction books listed in 3rd grade Social Studies book – additional resources TG p. 269C-D 	

Lesson resources / Activities	<ul style="list-style-type: none"> • Creating a Classroom Council TG p. 29D • Writing a Class Constitution activity TG p. 273F • 3rd Grade Social Studies Book - Share Our Nation: Chapter 2 – Lesson 5; Chapter 11 – Lesson 2-4 • 5th Grade Social Studies Book - Build Our Nation: Chapter 10 – Lesson 3, Chapter 12 • Pocket Guide to Important US Documents
--------------------------------------	--

2009 NJCCCS

Standard: 6.1 U.S. History: America in the World;

- 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.
- 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.
- 6.1.4.A.4 - Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
- 6.1.4.A.5 - Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.4.A.6 - Explain how national and state governments share power in the federal system of government.
- 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.
- 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.
- 6.1.4.A.9 - Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.12 - Explain the process of creating change at the local, state, or national level.
- 6.1.4.A.13 - Describe the process by which immigrants become United States citizens.
- 6.1.4.A.14 - Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 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.
- 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.
- 6.1.4.D.5 - Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

**Strand(s): A. Civics, Government, and Human Rights
D. History, Culture, and Perspectives**

Content Statement(s):	CPI # / CPI(s):
	6.1.4.A.1 , 6.1.4.A.2 , 6.1.4.A.4, 6.1.4.A.5, 6.1.4.A.6 , 6.1.4.A.7, 6.1.4.A.8, 6.1.4.A.9, 6.1.4.A.12, 6.1.4.A.13, 6.1.4.A.14, 6.1.4.A.15, 6.1.4.A.16, 6.1.4.D.5

**Pine Hill Public Schools
Social Studies Curriculum**

Unit Title: Geography, People and Environment		Unit #: 2
Course or Grade Level: Social Studies – Grade 3		Length of Time: 3 weeks
Date Created: 6/20/12		BOE Approval Date:
Pacing	5 weeks	
Essential Questions	<ul style="list-style-type: none"> • What kind of information can physical and political maps provide and how is it used? • How is the economy of a region impacted by its landform, weather, climate, people, and cultures? 	
Content	<ul style="list-style-type: none"> • Physical and Political maps • Digital geographic tools • Landforms • Longitude and Latitude • Climate • Weather • Characteristics of regions • Natural Resources 	
Skills	<ul style="list-style-type: none"> • Define new vocabulary • Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. • 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. • 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. • 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. • Describe how human interaction impacts the environment in New Jersey and the United States. • Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism. • Explain why some locations in New Jersey and the United States are more suited for settlement than others. • Compare ways people choose to use and divide natural resources. 	
Assessments	Summative: Tests or quizzes, Outlines, Reports, demonstration Formative: teacher observations, Science notebook, graphic organizers	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Diagrams • Posters • Group work • Visual cues 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Non fiction writing 	
Lesson resources / Activities	<ul style="list-style-type: none"> • 3rd grade Social Studies Book -Think Like A Geographer Activity TG p. 36-37, TG p. 286-286 • Political and physical maps • Longitude & latitude maps 	

2009 NJCCCS

Standard: 6.1 U.S. History: America in the World

- 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.2 - 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.
- 6.1.4.B.3 - 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.
- 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.5 - Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.B.6 - Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.

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.

Strand(s): B. Geography, People, and the Environment

Content Statement(s):

CPI # / CPI(s):

6.1.4.B.1, 6.1.4.B.2, 6.1.4.B.3, 6.1.4.B.4, 6.1.4.B.5, 6.1.4.B.6,
6.1.4.B.7, 6.1.4.B.8

**Pine Hill Public Schools
Social Studies Curriculum**

Unit Title: Economics, Innovation, and Technology		Unit #: 3
Course or Grade Level: Social Studies – Grade 3		Length of Time: 3 weeks
Date Created: 6/20/12		BOE Approval Date:
Pacing	5 weeks	
Essential Questions	<ul style="list-style-type: none"> • How do individual and community decisions affect the economy? • What are the differences between needs and wants and supply and demand? • How are production, distribution, and consumption of goods inter-related? 	
Content	<ul style="list-style-type: none"> • Needs and wants • Producers and consumers • Supply and demand • Production, distribution, and consumption of goods & services • money, savings, debt, and investment • inventions • entrepreneurs • economic 	
Skills	<ul style="list-style-type: none"> • Define new vocabulary • Apply opportunity costs to evaluate individuals' decisions, including ones made in their communities. • Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. • Explain why incentives vary between and among producers and consumers • Describe how supply and demand influence price and output of products. • Explain the role of specialization in the production and exchange of goods and services. • Explain how the availability of private and public goods and services is influenced by the global market and government. • 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. • Compare and contrast how access to and use of resources affects people across the world differently. • Explain the role of money, savings, debt, and investment in individuals' lives. • Recognize the importance of setting long-term goals when making financial decisions within the community. • Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. Determine the qualities entrepreneurs in a capitalistic society. • 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. • Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. • Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. 	
Assessments	Summative: Tests or quizzes, Outlines, Reports, demonstration Formative: teacher observations, Science notebook, graphic organizers	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Diagrams • Posters • Group work • Visual cues 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Non fiction writing • Math lesson on money • 3rd grade Social Studies book - The Story of Money TG p. 202-205 	
Lesson resources / Activities	<ul style="list-style-type: none"> • 3rd grade Social Studies book Chapter 6 & Chapter 8 	

2009 NJCCCS

Standard: 6.1 U.S. History: America in the World

- 6.1.4..C.1 Apply opportunity costs 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.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.9 - Compare and contrast how access to and use of resources affects people across the world differently.
- 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.
- 6.1.4.C.13 – Determine the qualities entrepreneurs in a capitalistic society.
- 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.
- 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.

Strand(s): C. Economics, Innovation, and Technology

Content Statement(s):

CPI # / CPI(s):

6.1.4.C.1, 6.1.4.C.2, 6.1.4.C.3, 6.1.4.C.4, 6.1.4.C.5, 6.1.4.C.7, 6.1.4.C.8, 6.1.4.C.9, 6.1.4.C.10, 6.1.4.C.11, 6.1.4.C.12, 6.1.4.C.13, 6.1.4.C.14, 6.1.4.C.16, 6.1.4.C.17

**Pine Hill Public Schools
Social Studies Curriculum**

Unit Title: History, Culture, and Perspectives		Unit #: 4
Course or Grade Level: Social Studies – Grade 3		Length of Time: 3 weeks
Date Created: 6/20/12		BOE Approval Date:
Pacing	5 weeks	
Essential Questions	<ul style="list-style-type: none"> • What impact did immigration have on America’s growth? • How can stereotyping and prejudice lead to conflict? • How are experiences and events interpreted differently by people with different cultural or individual perspectives? 	
Content	<ul style="list-style-type: none"> • Immigration • Slavery • stereotyping and prejudice • Local & state community change over time • George Washington, Thomas Jefferson, and Benjamin Franklin • historical symbols, monuments, and holidays • different cultural or individual perspectives 	
Skills	<ul style="list-style-type: none"> • Define new vocabulary • Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. • Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today. • Explain how key events led to the creation of the United States and the state of New Jersey. • Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. • Determine the significance of New Jersey’s role in the American Revolution. • Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. • Determine how local and state communities have changed over time, and explain the reasons for changes. • Trace how the American identity evolved over time. • Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. • Explain the role of historical symbols, monuments, and holidays and how they affect the American • Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives, identity. 	
Assessments	<p>Summative: Tests or quizzes, Outlines, Reports, demonstration</p> <p>Formative: teacher observations, Science notebook, graphic organizers</p>	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Diagrams • Posters • Group work • Visual cues 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Non fiction writing 	
Lesson resources / Activities	<ul style="list-style-type: none"> • 3rd grade Social Studies book: Citizenship/Music/Drama Activity TG p. 29D, TG p. 273F • 3rd grade Social Studies book: Anthems and Pledges TG p. 64; Response Activities TG p. 65 • 3rd grade Social Studies book: America the Beautiful TG p. 300-301 	

2009 NJCCCS

Standard: 6.1 U.S. History: America in the World

- 6.1.4.D.2 - Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.3 - Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
- 6.1.4.D.4 - Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.6 - Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.D.8 - Determine the significance of New Jersey’s role in the American Revolution.

- 6.1.4.D.9 - Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
- 6.1.4.D.11 - Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.D.14 - Trace how the American identity evolved over time.
- 6.1.4.D.16 - Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4.D.17 - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4.D.19 - Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Strand(s): D. History, Culture, and Perspectives

Content Statement(s):

CPI # / CPI(s):

6.1.4.D.2 , 6.1.4.D.3, 6.1.4.D.4, 6.1.4.D.6, 6.1.4.D.8, 6.1.4.D.9, 6.1.4.D.11, 6.1.4.D.14, 6.1.4.D.16, 6.1.4.D.17, 6.1.4.D.19