

Somers Point School District

Curriculum

Social Studies

Grade 3

July 2008

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Somers Point School District

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Somers Point Schools

Mission and Beliefs

Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and to contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate, problem solvers across all disciplines.

Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations.
- Are aware of community issues and take part in activities to better their community.
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively.
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners that have an understanding of their own strengths and weaknesses.
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future.
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life.

PROGRAM PHILOSOPHY, GOALS, AND BELIEFS

Philosophy

Somers Point Schools will help students understand their past and present to become responsible and productive citizens in a democratic society and a globally interdependent world. Through an integrated study of social studies our mission is to provide learners with the knowledge, skills and attitudes they need to be active, informed citizens and contributing members of local, state and world communities.

Educational Goals & Beliefs

- All students learn through a variety of relevant experiences. Therefore, we will provide interactions that activate and build on prior knowledge and promote higher level thinking skills.
- Research shows active learning is essential. Therefore, we will provide students with a variety of active, student-centered, multisensory learning opportunities.
- Instruction should be relevant, meaningful, and based on student needs. Therefore, we will provide opportunities for students to make connections to their own lives using a variety of instructional strategies.
- The world is constantly changing. Therefore, we will provide the opportunities for students to understand that the present connects to the past and affects the future.
- We live in a culturally diverse, global society. Therefore, we will develop student understanding of diverse cultures that honors equality and human dignity.
- Assessment should be ongoing, diagnostic, and aligned with instruction. Therefore, we will provide multiple authentic assessment tools.
- The use of community resources is essential for effective instruction. Therefore, we will use the rich history and ethnic diversity of our community to enhance learning.
- Active and informed citizen participation is essential to democracy. Therefore, we will provide instruction and curriculum designed to develop students who will be informed, active problem solvers, and willing participants in the democratic process.
- Students are citizens of a connected, digital society. Therefore they will utilize technology as a tool to solve problems and build relationships.

New Jersey State Department of Education Core Curriculum Content Standards

The purpose of social studies education is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible citizens and contributing members of their communities. The standards define social studies as the four disciplines of history, geography, civics, and economics. The teaching of social studies should include interdisciplinary connections among these areas. Social studies instruction can be based on one or more of these core disciplines or on a combination of these in the problem-solving or inquiry mode. This is frequently the basis of social studies activities in the classroom. In addition, these standards identify a common core of skills that are integral to the social studies disciplines.

To access the NJ Core Curriculum Content Standards go to: http://education.state.nj.us/cccs/?_standard_matrix;c=6

In addition, the New Jersey Standards Clarification Project provides materials that convey an understanding of the priorities in the NJ CCCS for math and how to capture those priorities in designing local curriculum and assessments, as well as in managing local instruction across content areas.

To access the NJ Standards Clarification Project:

<http://www.state.nj.us/education/aps/njscp/>

**Social Studies
Grade 3**

Scope and Sequence

Quarter I	
I. Physical and Political Maps a. Identify location, measurement and distance on a map.	II. Origins of Communities a. Describe who the early colonists were and why communities were built in certain area.
Quarter II	
II. Citizenship - Voting a. Explain how immigrants become citizens and their responsibilities once they become citizens, such as voting.	III. Civic Life a. Recognize the various levels of government and their duties.
Quarter III	
IV. Economics and Society a. Gain an understanding of important economic ideas, such as goods and services, and supply and demand.	
Quarter IV	
V. International Education– Different Countries, Cultures and Customs a. Understand global challenges, cultures and connections throughout the world.	

Suggested blocks of Instruction	Grade Level/Subject: 3rd grade/ Social Studies	Big Idea: 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.	
		Topic: Physical and Political Maps	
		Goal 1: The student will be able to identify location, measurement and distance on a map.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
4-6 leesons 30 mins each. 2-3 wks.	6.1.4 A3- Locate sources for the same information. 6.6.4 A1-Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities. 6.6.4 A2-Describe and demonstrate different ways to measure distance (e.g., miles, kilometers, time). 6.6.4 A3-Estimate distances between two places on a map using a scale of miles. 6.6.4 A5-Identify major countries, continents, bodies of water, and mountain ranges of the world.	Essential Questions: <ul style="list-style-type: none"> How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth? Enduring Understandings: <ul style="list-style-type: none"> Technological tools such as GIS, GPS and the Internet assist with solving problems related to understanding location, distance and direction. 	Learning Activities <ul style="list-style-type: none"> Activity book pg2 Activity book pg20 Enchanted Learning Website-maps Materials: Teacher Edition- Read a Map pg46 Find Intermediate Directions pg115 Use a Map Grid pg 250 Measure Distance on a Map pg302 Activity book pg 2 Assessment: Skill activities from book Projects Unit assessments Teacher observation Benchmark Test

Suggested blocks of Instruction	Grade Level/Subject: 3rd grade/ Social Studies	Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		Topic: Origins of Communities	
		Goal 1: The student will be able to describe who the early colonists were and why communities were built in certain areas.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
3-4 wks	<p>6.4.4 A. 1. Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.</p> <p>6.4.4 A. 2. Compare family life in a community of the past to life in a community of the present.</p> <p>6.4.4 A. 3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.</p> <p>6.4.4 A. 4. Discuss the history of their community, including the origins of its name, groups and individuals who lived there, and access to important places and buildings in the community.</p> <p>6.4.4 A. 5. Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.</p> <p>6.4.4 A. 6. Describe situations in which people from diverse backgrounds work together to solve common problems.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How have my family's heritage and traditions influenced my current family life? • How am I connected to the past? • Why can traditions sometimes not be maintained? • What impact has New Jersey made on American history? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Many cultural traditions and heritages contribute to our state's and nation's diversity. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Activity book pg37 • Activity book pg15 • Discuss the community of Somers Point <p>Materials:</p> <p>Teacher Edition-Communities Are in Different Places pg88</p> <p>Communities Are Built Near Water pg98</p> <p>Communities Are Built Where People Meet pg102</p> <p>Our Country's Early History pg182</p> <p>Assessment:</p> <p>Skill activities from book</p> <p>Projects</p> <p>Unit Assessments</p> <p>Teacher observation</p> <p>Benchmark Test</p>

Suggested blocks of Instruction	Grade Level/Subject: 3rd grade/ Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: Citizenship and Voting	
		Goal 1: The student will be able to explain how immigrants become citizens and their responsibilities, such as voting.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
4-6 wks	6.2.4 D1-Explain that a citizen is a legally recognized member of the United States with rights and responsibilities, such as voting in elections and serving on juries. 6.2.4 D2- Describe the significant characteristics of an effective citizen and discuss ways to influence public policy (e.g., serving in elected office, working on a campaign). 6.2.4 D3- Describe the process by which immigrants can become United Stated citizens.	Essential Questions: <ul style="list-style-type: none"> • How can citizens and groups participate effectively in the democratic process? • Can the rights of American citizens ever cause conflict among them? Enduring Understandings: <ul style="list-style-type: none"> • Citizenship is a lifelong endeavor. • It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few. • Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens. 	Learning Activities <ul style="list-style-type: none"> • Activity book pg54 • Activity book pg57 • Mock election • Debate • Activity book pg65 • www.history.com/miniseries/ellisland • www.ellisland.com Materials: Teacher Edition-Unit 5 Lesson 1 pg282 Lesson 2 pg290 Lesson 5 pg310 Unit 6 Lesson 1 pg348 Assessment: Skill activities from book Projects Unit Assessment Teacher observation Benchmark Test

Suggested blocks of Instruction	Grade Level/Subject: 3rd grade/ Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: Civic Life	
		Goal 1: The student will be able to recognize the various levels of government and their duties.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
4 wks	<p>6.2.4 A1-Describe the characteristics of an effective rule or law (e.g., achieve purpose, clear, fair, protects rights and the common good).</p> <p>6.2.4 A2- Differentiate between power and authority.</p> <p>6.2.4 A3- Recognize that government exists at the community, county, state, and federal levels.</p> <p>6.2.4 A4- Recognize national, state, and local legislators and government officials and explain how to contact them for help or to express an opinion.</p> <p>6.2.4 A5- Describe the contributions of voluntary associations and organizations in helping government provide for its citizens.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is government and what can it do? • Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Societies require rules, laws and government. • Governments can change based on the needs of people, their society and their culture. • Citizens can influence government in many ways if they choose to participate. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Activity book pg56 • Activity book pg58 • Activity book pg60 <p>Materials: Teacher Edition-Unit 5 Lesson 3- pg 298 Lesson 4- pg303</p> <p>Assessment: Skill activities from book Projects Unit Assessment Teacher observation Benchmark Test</p>

Suggested blocks of Instruction	Grade Level/Subject: 3rd grade/ Social Studies	Big Idea: The study of economics fosters an understanding of the management of resources in the global, public and private sectors and in individual decision making.	
		Topic: Economics and Society	
		Goal 1: The student will be able to gain an understanding of important economic ideas, such as, goods and services, and supply and demand.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
6-8 wks	<p>6.5.4 A1- Distinguish between goods (e.g., objects) and services (e.g., activities).</p> <p>6.5.4 A2- Distinguish between a want and a need and explain how to choose needed goods and services.</p> <p>6.5.4 A3- Explain the three functions of money in the economy. Medium of exchange (e.g., buying) Measure of value (e.g., price comparison) Store of value (e.g., saving)</p> <p>6.5.4 A4- Discuss how natural, human, and capital resources are used to produce goods and to provide services.</p> <p>6.5.4 A5- Explain that prices are the money value of goods and services and that prices change as a result of supply and demand.</p> <p>6.5.4 A6- Define consumers as buyers and producers as workers and sellers</p> <p>6.5.4 A7- Explain that people can improve their ability to earn income by gaining new</p>	<p>Essential Questions: How is price determined?</p> <p>Enduring Understandings: Supply and demand is a basic economic principle in a capitalist society.</p>	<p>Learning Activities</p> <ul style="list-style-type: none"> • Activity book pg43 • Activity book pg46 • Activity book pg47 • Activity book pg48 • Activity book pg51 • Commerce Bank online - “Wow Zone” for Kids <p>Materials: Teacher Edition - Unit 4 pg208</p> <p>Assessment: Skill activities from book Projects Unit Assessment Teacher observation Benchmark Test</p>

Suggested blocks of Instruction	Grade Level/Subject: 3rd grade/ Social Studies	Big Idea: The study of economics fosters an understanding of the management of resources in the global, public and private sectors and in individual decision making.	
		Topic: Economics and Society	
		Goal 1: The student will be able to gain an understanding of important economic ideas, such as, goods and services, and supply and demand.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
	<p>knowledge, skills, and experiences.</p> <p>6.5.4 A8- Describe how to earn and save money in order to purchase a needed or desired item.</p> <p>6.5.4 B1-Explain that some essential goods and services are provided by the government, such as roads, schools, parks, police, and fire protection.</p> <p>6.5.4 B2- Describe products and services that are developed, manufactured, or grown in New Jersey.</p>		

Suggested blocks of Instruction	Grade Level/Subject: 3rd grade/ Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: International Education – Different Countries, Cultures and Customs	
		Goal 1: The student will be able to understand the global challenges, cultures and connections throughout the world.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
6-8 wks	<p>6.2.4 E1- Explain that the world is divided into many nations consisting of territory and people, with their own government, languages, customs, and laws.</p> <p>6.2.4 E2- Discuss how the United States interacts with other nations of the world through trade, treaties and agreements, diplomacy, cultural contacts, and sometimes through the use of military force.</p> <p>6.2.4 E3- Explain why it is important for nations to communicate and resolve disagreements through peaceful means.</p> <p>6.2.4 E4- Outline the purposes of the United Nations.</p> <p>6.2.4 E5- Identify current issues that may have a global impact (e.g., pollution, diseases) and discuss ways to address them.</p> <p>6.2.4 E6- Explain why it is important to understand diverse peoples, ideas, and cultures.</p> <p>6.2.4 E7- Explain that even within a culture, diversity may be affected by race, religion, or class.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the formal and informal relationship of the United States to other nations? • What social, political, and economic opportunities and problems arise when cultures interact? • How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Nations interact with each other through trade, treaties and use of force. • The earth is a global community where the actions of one country can affect lives in other countries. • The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Activity book pg66 • Activity book pg67 • Activity book pg69 • Activity book pg70 • Current Events • Holidays around the world <p>Materials: Teacher Edition-Unit 6 pg 336</p> <p style="padding-left: 40px;">Unit 2, Lesson 7 pg128 Unit 3, Lesson 3 pg171 Unit 3, Lesson 4 pg176 Unit 4, Lesson 1 pg220</p> <p>Assessment: Skill activities from book Projects Unit Assessment Teacher observation Benchmark Test</p>

Suggested blocks of Instruction	Grade Level/Subject: 3rd grade/ Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: International Education – Different Countries, Cultures and Customs	
		Goal 1: The student will be able to understand the global challenges, cultures and connections throughout the world.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
	<p>6.2.4 E8- Identify aspects of culture and heritage presented in literature, art, music, sport, or the media.</p> <p>6.2.4 E9- Examine common and diverse traits of other cultures and compare to their own culture.</p> <p>6.2.4 E10- Use technology to learn about students and their families in other countries through classroom links, email, and Internet research.</p> <p>6.2.4 E11- Define stereotyping and discuss how it impacts self-image and interpersonal relationships.</p>		

3rd Grade Social Studies COURSE BENCHMARKS

The student will be able to...

Quarter I

- a. analyze a map in order to identify location and spatial relationships.
- b. recognize who the early colonists were and their communities.

Quarter II

- a. analyze the process by which immigrants become citizens and the rights and responsibilities of a citizen.
- b. evaluate the various levels of government and their duties

Quarter III

- a. analyze key economic principles utilized in society.

Quarter IV

- a. evaluate and analyze global cultures and the connections throughout the world.