

Third Grade Social Studies Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
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<p>August-October</p> <p>Geography</p>	<p>6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</p> <p>6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p> <p>6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p>6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p> <p>6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</p>	<p>-Identify the difference between a physical and political map (features and purpose)</p> <p>-Use political and physical maps to explain relationships</p> <p>-Explore different time zones and digital geographic tools</p> <p>-Identify and use the compass rose grid and symbols to locate places on a map</p> <p>-Identify locations using latitude and longitude.</p> <p>-Compare ways in which people in different types of communities meet their needs</p> <p>-Describe how people adjust to and modify the physical environment of their communities</p> <p>-Discuss how geography affected communities</p> <p>-Describe different landforms and how people interact with them</p> <p>-Identify natural resources that were valued in the past</p> <p>-Identify how Native Americans adapted to their environment</p>	<p>Formative Assessments: Quizzes Teacher Observation Turn & Talk Class Discussions Classwork</p> <p>Summative Assessments: Chapter Test Project</p> <p>Benchmark Assessment: BOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.</p> <p>Technology Standard 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results.</p>
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<p>November/ -December</p> <p>History</p>	<p>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p> <p>6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.</p> <p>6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p>	<p>-Analyze how people became a part of the United States.</p> <p>-Journey through America’s Identity and how it evolved over time.</p> <p>-Describe how people in different communities adapt to and learn about our cultures.</p> <p>-Identify ways in which the American identity evolved over time</p> <p>-Describe how immigrants helped change communities over time</p> <p>-Define culture and discuss how one’s belief impacts culture</p> <p>-Identify significant American symbols, monuments and holidays.</p> <p>Instructional Resources: <i>TCi Bring Social Studies Alive</i></p> <p>Teacher Technology: Promethean Board/Activ Panel YouTube Videos ActiView</p>	<p>Formative Assessments: Quizzes Teacher Observation Turn & Talk Class Discussions Classwork</p> <p>Summative Assessments: Chapter Test Make & Read Timelines</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: RI.3.3 Students will read and write about how the United States evolved over time.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results.</p>
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<p>January-February</p> <p>Economics</p>	<p>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</p> <p>6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</p> <p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p>6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</p> <p>6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.</p> <p>6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p> <p>6.1.5.EconGE.2: 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.</p> <p>6.1.5.EconGE.3: Use economic data to explain</p>	<p>-Understand how a simple business operates in the U.S. free-enterprise system</p> <p>-Define and decipher between consumers and producers</p> <p>-Distinguish between a want and a need</p> <p>-Describe how to save and earn money</p> <p>-Understand how supply and demand affect the price of goods and services</p> <p>-Identify the principles of domestic and international trade</p> <p>-Identify various jobs and how workers receive income</p> <p>-Discuss the impact that goods and services can have on the affected by the global market and events in the world community.</p> <p>-Write a long term financial goal</p> <p>-Define and discuss: savings, debt and investment</p>	<p>Formative Assessments: Quizzes Turn & Talk Class Discussions Classwork</p> <p>Summative Assessments: Consumer & Producer Assessment</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results.</p>
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<p>March-April</p> <p>Civics</p>	<p>6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p> <p>6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</p> <p>6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).</p> <p>6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.</p> <p>6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p>	<p>-Explain the basic structures and functions of local government</p> <p>-Identify the services commonly provided by local government</p> <p>-Compare local and state governments</p> <p>-Describe the basic structure and functions of the three branches of government</p> <p>-Define and understand the impact of: “fairness,” “equality,” and the “common good”</p> <p>-Research Martin Luther King and the Civil Rights movement.</p> <p>Instructional Resources: <i>TCi Bring Social Studies Alive</i></p> <p>Teacher Technology: Promethean Board/Activ Panel YouTube Videos ActiView Brain Pop Scholastic</p> <p>Student Technology: Google Classroom</p>	<p>Formative Assessments: Quizzes Turn & Talk Class Discussions Classwork</p> <p>Summative Assessments: Chapter Test Research project on a branch of government</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: W.3.7 Students will research the three parts of the government and write an informational text.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results.</p>
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<p>May-June</p> <p>Active Citizenship</p>	<p>6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.</p> <p>6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national</p> <p>6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.</p> <p>6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.</p> <p>6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.</p> <p>6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.</p> <p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and</p>	<p>-Research and examine different global issues including climate change.</p> <p>-Describe the characteristics of good citizen</p> <p>-Discuss and identify economic issues that face children around the world</p> <p>-Identify ways individual actions can serve the whole community</p> <p>-Participate in a service or advocacy project, Soles4souls</p> <p>Instructional Resources: <i>TCi Bring Social Studies Alive</i> Soles4souls</p> <p>Teacher Technology: Promethean Board/Activ Panel YouTube Videos ActiView Brain Pop Scholastic</p> <p>Student Technology: Google Classroom Chromebook/Ipads</p>	<p>Formative Assessments: Quizzes Turn & Talk Class Discussions Classwork</p> <p>Summative Assessments: Service Project</p> <p>Benchmark Assessment: EOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue</p> <p>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem</p> <p>9.4.5.DC.8: Propose ways local and global communities can</p>
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Alternate Assessments: “How to Be a Good Citizen” mock talk show & Visit experience Quite Valley, a living historical farm

21st Century Standards: 9.1.4.F.2, 9.2.4.A.2 & 9.2.4.A.1

21st Century Skills: Leadership, Social Skills, Creativity & Communication

Career Ready Practices: CRP 1, CRP 5 & CRP 6