

**PLUMSTED TOWNSHIP SCHOOL DISTRICT**

Aligned to Common Core State Standards/New Jersey Core Curriculum Content Standards as Applicable  
Course Title: Third Grade Social Studies

**Course Title:** Third Grade Social Studies

**Content Area:** Social Studies

**Grade Level(s):** Third

**Course Description:** The geographical formation of the United States, its history, and its place in the world. The role of the U.S. government, its citizens and how diverse cultures play into the composition of the U.S. Looking at the economic structure of the U.S. and the world.

**Date Created:** June 2014

**Date Approved by Plumsted Township Board of Education:** August 2014

**Pacing Guide**

|   |             |
|---|-------------|
| Unit 1 Geography of the U.S.              | Three Weeks |
| Unit 2 History                            | Three Weeks |
| Unit 3 Citizenship and Government         | Three Weeks |
| Unit 4 Cultures in the U.S. and the World | Three Weeks |
| Unit 5 Economics of the U.S.              | Three Weeks |

**Unit 1 Geography of the U.S.**

**Unit Summary:**

Every community has physical features. Landforms, water, climate, and weather are different in different places. Natural resources are materials from nature that people use. People change and adapt to their surroundings.

**Interdisciplinary Connections/Content Area Integrations:**

Science, Math, Language Arts, Technology, and 21st Century Life and Careers

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For further clarification see NJ Core Curriculum Content Standards at [www.njcccs.org](http://www.njcccs.org).

### 21st Century Themes:

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21<sup>st</sup> Century. For further clarification see NJ Core Curriculum Content Standards at [www.NJgov/education/aps/cccs/career](http://www.NJgov/education/aps/cccs/career).

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|---------------|--|
| <b>NJCCCS</b> | 6.1.4.B ~ U.S. History: Geography, People, and the Environment<br>6.1.4.C ~ U.S. History: Economics, Innovation, and Technology  |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>   |
| 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.8     | Compare ways people choose to use and divide natural resources.  |
| 6.1.4.B.10    | Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences. |
| 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.              |

### Essential Questions:

- How can you find a community's location?
- What are our country's regions?
- What are natural resources?
- What are the physical features of a community?
- How does the environment affect people and how can they care for it?

### Instructional Outcomes:

#### *Unit Objectives:*

- Identify the five geographical regions of the United States.
- Explain that regions can share both physical and human characteristics.
- Describe how communities can be part of more than one region.
- Identify both living and non-living resources.
- Understand the importance of renewable and non-renewable resources.
- Use geographic tools to locate communities.

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### Formative Assessments:

- Teacher Observations
- Quizzes
- Exit Slips
- Games
- Anecdotal Records
- Oral Assessments/Conferencing
- Portfolio
- Daily Classwork
- Pre-assessments
- Homework and Practice Book

### Summative Assessments:

- Chapter Tests
- Unit Tests
- Show What You Know Unit Projects
- Problem-Based Learning Units

### Suggested Learning Activities:

- Create a brochure
- Design a map
- Give an oral presentation
- Create a postcard
- Make a model
- Games/Puzzles

*\*Math Enrichment does a project "Across the USA from A-Z" that incorporates math and U.S. cities and states.*

### Curriculum Development Resources:

- Harcourt Social Studies "Our Communities" Program
- [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)
- Brain POP: [www.brainpop.com](http://www.brainpop.com)
- National Geographic Education: <http://education.nationalgeographic.com>
- Teach-nology: [www.teach-nology.com](http://www.teach-nology.com)
- Environmental Protection Agency: <http://epa.gov/teachers/>
- Harcourt Leveled Readers

## Unit 2 History

### Unit Summary:

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Every community has a unique history. Over time some features of a community change, while others stay the same. Many factors can cause change in a community.

**Interdisciplinary Connections/Content Area Integrations:**

Science, Math, Language Arts, Technology, and 21st Century Life and Careers

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**21st Century Themes:**

Through instruction and life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st Century. For further clarification see NJ World Class Standards at [www.nj.gov/education/aps/cccs/career/](http://www.nj.gov/education/aps/cccs/career/).

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| <b>NJCCCS</b> | 6.1.4.B ~ U.S. History: Geography, People, and the Environment<br>6.1.4.C ~ Economics, Innovation, and Technology<br>6.1.4.D ~ U.S. History: History, Culture, and Perspectives                                  |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>   |
| 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.10    | Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences. |
| 6.1.4.C.15    | Describe how the development of different transportation systems impacted the economics of New Jersey and the United States.   |
| 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, then to the information age.   |
| 6.1.4.D.14    | Trace how the American identity evolved over time.   |

**Essential Questions:**

- How do communities both change and stay the same?
- Who formed the first communities; and how did the United States grow and change?

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### **Instructional Outcomes:**

#### *Unit Objectives:*

- Describe how the past, present, and future are all connected.
- Identify the ways communities both change over time and stay the same.
- Interpret a simple, historical timeline.
- Understand how historical people helped communities grow or create change.
- Understand that inventions cause change in many ways.
- Identify ways that ancient civilizations influenced life today.
- Compare and contrast Native American tribes.
- Identify and describe European settlements in North America.
- Identify the major events and people of the Revolutionary War.
- Understand causes and effects of events in the United States history.

### **Formative Assessments:**

- Teacher Observations
- Quizzes
- Exit Slips
- Games
- Anecdotal Records
- Oral Assessments/Conferencing
- Portfolio
- Daily Classwork
- Pre-assessments
- Homework and Practice Book

### **Summative Assessments:**

- Chapter Tests
- Unit Tests
- Show What You Know Unit Projects
- Problem-Based Learning Units

### **Suggested Learning Activities:**

- Create a brochure
- Design a map
- Give an oral presentation
- Write a letter
- Create a timeline
- Make a model
- Write a biography
- Conduct an interview of a historical figure
- Write and perform a script documenting a historical event

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- Brain POP: [www.brainpop.com](http://www.brainpop.com)
- National Geographic Education: <http://education.nationalgeographic.com>
- Teach-nology: [www.teach-nology.com](http://www.teach-nology.com)
- Smithsonian Education:  
[http://www.smithsonianeducation.org/educators/lesson\\_plans/history\\_culture.html](http://www.smithsonianeducation.org/educators/lesson_plans/history_culture.html)
- America’s Story: <http://americaslibrary.gov>
- Harcourt Leveled Readers

## Unit 3 Citizenship and Government

### **Unit Summary:**

Communities depend on citizens to participate in their government. Citizens of the United States have rights and responsibilities. Good citizens are responsible, caring, and fair. There are three levels of government, and each of these levels has three branches. Countries from around the world have different forms of government.

### **Interdisciplinary Connections/Content Area Integrations:**

Science, Math, Language Arts, Technology, and 21st Century Life and Careers  
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### **21st Century Themes:**

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21<sup>st</sup> Century. For further clarification see NJ Core Curriculum Content Standards at [www.NJgov/education/aps/cccs/career](http://www.NJgov/education/aps/cccs/career).

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| <b>NJCCCS</b> | 6.1.4.A ~ U.S. History: Civics, Government, and Human Rights<br>6.1.4.B ~ U.S. History: Geography, People, and the Environment<br>6.1.4.D ~ U.S. History: History, Culture, and Perspectives                   |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator</b>   |
| 6.1.4.A.11    | Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. |
| 6.1.4.A.12    | Explain the process of creating change at the local, state, or national level.   |
| 6.1.4.A.15    | Explain how and why it is important that people from diverse cultures  |

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|            | 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.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.10 | Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences. |
| 6.1.4.D.11 | Determine how local and state communities have changed over time, and explain the reasons for the changes.   |

### Essential Questions:

- What are our rights?
- What are our responsibilities?
- What is a good citizen?
- What are the three branches and levels of our government?
- How do other world communities govern their people?

### Instructional Outcomes:

#### *Unit Objectives:*

- Understand and apply some basic rights of citizens.
- Explain the voting process.
- Understand that citizens have responsibilities.
- Describe the traits of a good citizen.
- Identify people in history who have been good citizens.
- Identify and describe the three levels and branches of government.
- Explain the basic types, purposes, and structures of city and county governments.
- Describe the features and services of state and national governments.
- Identify and explain how certain symbols are associated with values of United States history and government.
- Understand how world governments can be different.

### Formative Assessments:

- Teacher Observations
- Quizzes

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- Exit Slips
- Games
- Anecdotal Records
- Oral Assessments/Conferencing
- Portfolio
- Daily Classwork
- Pre-assessments
- Homework and Practice Book

### Summative Assessments:

- Chapter Tests
- Unit Tests
- Show What You Know Unit Projects
- Problem-Based Learning Units

### Suggested Learning Activities:

- Create a brochure
- Design a map
- Give an oral presentation
- Write a letter
- Create a timeline
- Make a model
- Write a biography
- Conduct an interview of a historical figure
- Write and perform a script documenting a historical event

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- National Geographic Education: <http://education.nationalgeographic.com>
- Teach-nology: [www.teach-nology.com](http://www.teach-nology.com)
- Harcourt Leveled Readers

## Unit 4 Cultures in the U.S. and the World

### Unit Summary:

Cultural differences enrich communities and make them diverse. Immigrants came to the United States looking for opportunities. Landmarks and holidays help us to remember our national heritage. People from around the world have similar and different customs; and express their cultures in many ways.

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**Interdisciplinary Connections/Content Area Integrations:**

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**21st Century Themes:**

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| <b>CPI #</b>  | <b>Cumulative Program Indicator (CPI)</b>  |
| 6.1.4.A.13    | Describe the process by which immigrants become United States citizens.  |
| 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.B.10    | Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences. |
| 6.1.4.D.12    | Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.                         |
| 6.1.4.D.15    | Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.   |
| 6.1.4.D.19    | Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.  |
| 6.1.4.D.20    | Describe why it is important to understand the perspectives of other cultures in an interconnected world.  |

**Essential Questions:**

- Why do people move to new places?
- What different cultures can be found in the United States?

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- What makes up our American heritage?
- How do people express their culture?
- How are customs different around the world?

### **Instructional Outcomes:**

#### *Unit Objectives:*

- Identify reasons why people move and settle in new places.
- Describe immigrants' arrival and living conditions in the United States.
- Identify ways that immigrants contribute to communities.
- Understand how different groups share their cultures in the United States.
- Compare and contrast cultures and diversity in communities.
- Identify American landmarks and explain the significance of national holidays.

### **Formative Assessments:**

- Teacher Observations
- Quizzes
- Exit Slips
- Games
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- Portfolio
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### **Summative Assessments:**

- Chapter Tests
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### **Suggested Learning Activities:**

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*\*LA Enrichment reads The Jungle Book Junior version by Rudyard Kipling and explores life and animal life in India. Enrichment also reads Castle Diary about life in Medieval England.*

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- Brain POP: [www.brainpop.com](http://www.brainpop.com)
- National Geographic Education: <http://education.nationalgeographic.com>
- Teach-nology: [www.teach-nology.com](http://www.teach-nology.com)
- American Folklife Center: <http://www.loc.gov/folklife/roots/>
- Harcourt Leveled Readers

**Unit 5 Economics of the U.S.**

**Unit Summary:**

People depend on one another to produce, buy, and sell goods and services. Businesses and factories all over the world use natural resources, human resources, and capital resources to make and sell products. Technology has changed the way people do business. Good decision-making helps the economy.

**Interdisciplinary Connections/Content Area Integrations:**

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| <b>CPI #</b>  | <b>Cumulative Progress Indicator</b>   |
| 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.               |

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| 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.       |
| 6.1.4.C.18 | Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world. |

### Essential Questions:

- How do people in a community depend on one another?
- What kind of resources do businesses use?
- Why do people and countries trade with each other?
- How has new technology changed businesses?
- How does a free market economy work?
- How do families earn, spend, and save money?
- How do businesses around the world make money?

### Instructional Outcomes:

#### *Unit Objectives:*

- Explore the world of work.
- Identify the three types of resources used in a business.
- Explain why countries import and export goods.
- Identify how technology has changed the economy of communities worldwide.

### Formative Assessments:

- Teacher Observations
- Quizzes
- Exit Slips
- Games
- Anecdotal Records
- Oral Assessments/Conferencing
- Portfolio
- Daily Classwork
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- Homework and Practice Book

### Summative Assessments:

- Chapter Tests
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### Suggested Learning Activities:

- Create a brochure
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- Write a letter
- Create a timeline
- Make a model
- Write a biography
- Conduct an interview of a historical figure
- Write and perform a script documenting a historical event

*\*Math Enrichment – “Minitropolis” The Enrichment class is divided into teams that each is a business: retail store, restaurant, entertainment venue, and bank. These teams learn business vocabulary: manager, paycheck, savings, endorse, profit, loss, product, services, and shift. On Minitropolis Day every 2-3 weeks students buy and sell products and services they have created.*

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- Harcourt Leveled Readers
- Smithsonian Education:  
[http://www.smithsonianeducation.org/educators/lesson\\_plans/history\\_culture.html](http://www.smithsonianeducation.org/educators/lesson_plans/history_culture.html)