



Somerville Public Schools

Office of Curriculum and Instruction

Social Studies

Grade 3

ABSTRACT

Students in grade three expand the study of citizenship to include local, state, and federal laws, as well as the responsibilities of citizens in a diverse global environment. An evaluation of geography includes the expansion of map skills and the impact of natural resources on immigration and the major regions and landmarks of the United States. The role of New Jersey in the American Revolution is explored along with the accomplishments of important New Jerseyans. Students collaborate to investigate basic human rights and the contributions of defenders of human rights to the American way of life. Active citizenship goals include the discussion of bullying and harassment in addition to identification and proposed solutions to a current challenge faced by New Jerseyans. Benchmark assessments are employed to track individual student progress.



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Pacing Guide Marking	September	October	November	December	January
2014 NJ Student Learning Standards – Social Studies	6.1.4.B.1-3	6.1.4.A.1-3	6.1.4.A.11-12, 6.3.4.A.1, 6.3.4.D.1	6.1.4.D.12-14	6.1.4.D.16-20
Essential Question:	How does the geography of New Jersey compare to that of other states?	In what ways does the organization of the United States support the citizenry?	How can a good citizen support a democratic government?	What influences have impacted on the emerging American culture?	How can human empathy and understanding be enhanced by the study of diverse cultures?
Content:	Maps	Government	United States Citizenship	Development of American Culture	Diversity
Skills and Topics:	<ul style="list-style-type: none"> recall basic information found on maps (e.g., directionality, landforms, natural resources) compare and contrast New Jersey with geographically-representative states vis à vis basic map information differentiate between the content of physical and political maps discuss the uses of latitude and longitude apply latitude and longitude to determine time zones, distances, and locations on maps 	<ul style="list-style-type: none"> distinguish among local, state, and national rules and laws identify authentic documents forming the basis of the United States government (e.g., The Declaration of Independence, the United States Constitution, the Bill of Rights) analyze the function of the three branches of government determine how the “common good” affects federal laws (e.g., the Elementary and Secondary School Act, the Americans with Disabilities Act, the Civil Rights Movement) 	<ul style="list-style-type: none"> identify the responsibilities of a citizen at the state and federal levels explain how individual rights are dependent upon the exercise of citizens’ responsibilities investigate ways in which a citizen contributes to change in government policy collaborate to determine the need for change at the local level outline a plan to affect the change needed at the local level 	<ul style="list-style-type: none"> define “culture” and “national identity” create a timeline of events and people that contributed to the development of the American culture (e.g., Native Americans, voluntary and involuntary immigration, economic factors, conflict) assess the role of the fictional and non-fictional heroes in the development of the American culture (e.g., Abraham Lincoln, Paul Revere, Superman) 	<ul style="list-style-type: none"> define “multiculturalism” investigate the impact of diverse cultural backgrounds, traditions, and influences among classmates discuss the importance of the use of digital tools on the global culture (e.g., the Internet) illustrate American monuments and landmarks using appropriate map skills (e.g., the Alamo, the Lincoln Memorial, Mount Rushmore, Niagra Falls, Yellowstone National Park)

<p>Technology Standards & Integration</p>	<p>Technology Standards:</p> <ul style="list-style-type: none"> • 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Select and use applications effectively and productively. • 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. • 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. <p>Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, VoiceThreads, webinars, video streaming, podcasting</p>
<p>Writing:</p>	<p>Open-ended responses, conclusions and analysis of exploratory activities</p>



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Formative Assessments:	Class discussions, student participation, teacher observation, self-assessment, verbalization, anecdotal notes, graphic organizers, learning stations, think-pair-share, scoring rubric, benchmark assessments				
Summative Assessments:	Quizzes, end-of-unit tests, benchmark assessments				
Performance Assessments:	Projects (school to home connections), hands-on activities, role-play, PBL's				
Modifications/Accommodations	<p>Intervention Students: The following American Reading Company leveled texts, audio books, text-to-speech platforms (Google/MyOn/NewsELA/Wonderopolis), graphic novels, leveled informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p>Enrichment/Gifted: Tiered graphic organizers to add complex layers, raise levels of intellectual demands, differentiate content, process, or product, according to student's readiness, interests, and/or learning styles, expended open-ended abstract questions.</p> <p>ELL Students: SIOP Strategies, Repeated Reading Strategy, Graphic Organizers, Background knowledge work, Vocabulary (Cognates) Work, Fluency Strategies. If/Then Resource</p> <p>Special Education: Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as deemed necessary, modified assignments, additional vocabulary work, LLI kits, Jennifer Serravallo Strategies, Guided Reading</p>				
Interdisciplinary Connections:	*ELA: RI.3.1-10, W.3.1-10 *Mathematics: MD.3 Science: 5.1.4.A.1-3 Arts: 1.3.2.D.1, 1.3.2.D.4-5 Technology: 8.1.4.A.1-5 21 st Century Life/Careers: 9.2.4.B.1-7, 9.2.8.B.3-4, 9.2.8.B.6	*ELA: RI.3.1-10, W.3.1-10 *Mathematics: MD.3 Science: 5.1.4.A.1-3, 5.1.4.B.2 Arts: 1.3.2.D.1, 1.3.2.D.4-5 Technology: 8.1.4.A.1-5 21 st Century Life/Careers: 9.2.4.B.1-7, 9.2.8.B.3-4, 9.2.8.B.6	*ELA: RI.3.1-10, W.3.1-10 *Mathematics: MD.3 Science: 5.1.4.A.1-3, 5.1.4.B.2 Arts: 1.3.2.D.1, 1.3.2.D.4-5 Technology: 8.1.4.A.1-5 21 st Century Life/Careers: 9.2.4.B.1-7, 9.2.8.B.3-4, 9.2.8.B.6	*ELA: RI.3.1-10, W.3.1-10 *Mathematics: MD.3 Science: 5.1.4.A.1-3, 5.1.4.B.2 Arts: 1.3.2.D.1, 1.3.2.D.4-5 Technology: 8.1.4.A.1-5 21 st Century Life/Careers: 9.2.4.B.1-7, 9.2.8.B.3-4, 9.2.8.B.6	*ELA: RI.3.1-10, W.3.1-10 *Mathematics: MD.3 Science: 5.1.4.A.1-3, 5.1.4.B.2 Arts: 1.3.2.D.1, 1.3.2.D.4-5 Technology: 8.1.4.A.1-5 21 st Century Life/Careers: 9.2.4.B.1-7, 9.2.8.B.3-4, 9.2.8.B.6
21st Century Themes:	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Health Literacy				
21st Century Skills:	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Information and Communication Technologies Literacy <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy				

Instructional Materials	Textbook, trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources
21st Century Life and Careers	<p>CRP Standards:</p> <ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP9. Model integrity, ethical leadership and effective management. • CRP10. Plan education and career paths aligned to personal goals. • CRP11. Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence. <p>21st Century Life and Careers</p> <ul style="list-style-type: none"> • 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. • 9.1.4.A.2 Identify potential sources of income. • 9.1.4.B.1 Differentiate between financial wants and needs. • 9.1.4.B.2 Identify age-appropriate financial goals. • 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. • 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. • 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.



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Essential Question:	What can be done to address challenges in human understanding?	In what ways has immigration affected life in the United States?	How do citizens contribute to the financial stability of the nation?	In what ways have historical documents helped to mold the present government?	What responsibilities accompany United States citizenship?
Content:	Human Rights	Immigration	Economics	American Revolution	People and Their Environment
Skills and Topics:	<ul style="list-style-type: none"> discuss historical violations of human rights investigate global organizations that promote human rights (e.g., the United Nations, Amnesty International, Anti-Defamation League) analyze the contributions of champions of human rights (e.g., Mahatma Gandhi, Nelson Mandela, Eleanor Roosevelt) collaborate to create a plan to address violations of human rights (e.g., bullying in the classroom) 	<ul style="list-style-type: none"> differentiate between voluntary and involuntary immigration determine reasons for present day immigration to the United States investigate the historical challenges to immigrants arriving in the United States determine the varied responses to present day immigrants assess the impact of the post 9/11 era on immigration to the United States 	<ul style="list-style-type: none"> define basic economic terms (e.g., savings, debt, investment) trace the role of savings and investment in the health of a nation's economy research the amount of the United States national debt collaborate to create a small business, including a financial plan 	<ul style="list-style-type: none"> examine significant historical documents of the United States (e.g., the Declaration of Independence, the Bill of Rights, the Preamble to the United States Constitution) compare and contrast the objectives of historical documents of the United States brainstorm ways the Bill of Rights protects citizens of the United States analyze how life in the United States would differ without the protection of the historical documents create a student Bill of Rights 	<ul style="list-style-type: none"> analyze the responsibilities of a citizen of the United States to the environment determine the natural resources found in diverse regions of the United States map the natural resources of the United States discuss the concept of regionalism and stereotypes among citizens of the United States create a plan for the protection of natural resources of a United States region of choice

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