

Social Studies
Third Grade

Domain: Our Communities chapter1

Stage 1: Desired Results

Standards:

- SOC.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.
- SOC.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.
- SOC.6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
- SOC.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.
- SOC.6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
- SOC.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.
- SOC.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.
- SOC.6.1.4.A.CS1 Rules and laws are developed to protect people’s rights and the security and welfare of society.
- SOC.6.1.4.A.CS3 American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- SOC.6.1.4.A.CS7 The United States democratic system requires active participation of its citizens.
- SOC.6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals’ decisions, including ones made in their communities.
- SOC.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.
- SOC.6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- SOC.6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- SOC.6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
- SOC.6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
- SOC.6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- SOC.6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.
- SOC.6.3.4.CS2 Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- SOC.6.3.4.CS3 Are aware of their relationships to people, places, and resources in the local community and beyond.

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Essential Understandings:

- People establish different types of communities to meet their basic needs.
- A community or region has unifying characteristics.
- There are different types of communities but they all share some characteristics.

Content Skills (The students will...):

- Understand how and why people establish communities
- Identify the types of characteristics that comprise a community or region
- Describe how communities have changed over time
- Explain similarities and differences between various communities
- Recognize that people in communities need to fulfill certain responsibilities in order to make their communities good places to live
- Realize that different types of maps serve different purposes and have distinctive characteristics.
- Use parts of a map to locate and describe places and features.
- Use a grid system to locate places and features.
- Use a map scale to measure the distance between two places.
- Distinguish between the characteristics of rural, suburban, and urban.
- Understand how the characteristics of rural, suburban, and urban communities influence settlement patterns and daily life in these communities.
- Recognize that each type of community has unique characteristics compared to the other types of communities.
- Explain why people who live in each type of community need to interact with each other.

Essential Questions:

- What makes a good community?
- Where are communities located?
- What three types of communities are there?

Stage 2: Evidence of Learning

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Summative Traditional Assessment: <ul style="list-style-type: none">• Chapter Review and Assessment Student Activity Worksheets• Chapter Test	Summative Performance Task: <ul style="list-style-type: none">• Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter• Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen
Formative Assessment: <ul style="list-style-type: none">• <i>Got It?</i> - formative assessment for each lesson• Observation• Participation	
Stage 3: Learning Plan	
Interdisciplinary Connections: <ul style="list-style-type: none">• English/Language Arts - passages focus on generalizations, writing responses and performance task• Technology - publish online story• Visual Arts - performance task	Technology Connections: <ul style="list-style-type: none">• www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.
21 Century Themes: <ul style="list-style-type: none">• Collaboration and Creativity Skills - Taking Action• Target Reading Skill - Generalizations• Collaboration and Creativity Skills - Problem solving	
Unit Resources	
Resources: <ul style="list-style-type: none">• Pearson My World Social Studies: We Are Connected, 2013• Student Worktext• myStory Book• myWorld Leveled Readers	
Modifications: <ul style="list-style-type: none">• As per IEP• See Appendix A	

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Domain: Our Environment chapter 2

Stage 1: Desired Results

Standards:

- SOC.6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- SOC.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.
- SOC.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.
- SOC.6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- SOC.6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
- SOC.6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- SOC.6.1.4.B.8 Compare ways people choose to use and distribute natural resources.
- SOC.6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- SOC.6.1.4.B.CS2 Places are jointly characterized by their physical and human properties.
- SOC.6.1.4.B.CS3 The physical environment can both accommodate and be endangered by human activities.
- SOC.6.1.4.B.CS4 Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- SOC.6.1.4.B.CS5 Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- SOC.6.1.4.B.CS6 Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- SOC.6.1.4.B.CS7 Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

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Essential Understandings:

- Maps and globes can be used to locate places, physical features such as landforms and bodies of water, and features made by humans.
- The environment (including weather, climate, and natural resources) varies from one place to another and influence how and where people, plants, and animals live.

Content Skills (The students will...):

- Identify and describe physical features such as landforms and bodies of water.
- Locate physical features on a map or globe.
- Understand that regions have similar physical and cultural characteristics.
- Identify and compare characteristics of different regions.
- Locate different regions on a map or globe.
- Describe state and community specific regions and physical features of significance.
- Recognize that weather and climate vary from place to place.
- Identify and describe the weather and climate in different places.
- Describe how weather and climate affect how and where people, plants, and animals live.
- Understand the concept of an ecosystem and compare and contrast different ecosystems.
- Recognize that regions can be characterized by availability and use of resources.
- Understand that people use resources in different ways and explain how humans' use of resources affects people, plants, animals, and environment.
- Identify various environmental concerns related to the use of resources.
- Understand that the environment influences how and where people live.
- Describe ways people depend on, interact with, modify, and adapt to their physical environment to meet their basic needs.
- Identify human actions that affect the environment in positive and negative ways.
- Explain how and why people protect the environment.

Essential Questions:

- How do we interact with our planet?

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Summative Traditional Assessment: <ul style="list-style-type: none">• Chapter Review and Assessment Student Activity Worksheets• Chapter Test	Summative Performance Task: <ul style="list-style-type: none">• Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter• Hands-On Activity - students act out a skit about producers and consumers
Formative Assessment: <ul style="list-style-type: none">• <i>Got It?</i> - formative assessment for each lesson• Observation• Participation	
Stage 3: Learning Plan	
Interdisciplinary Connections: <ul style="list-style-type: none">• English/Language Arts -• Technology - publish online story• Performing Arts - performance task• Music - chapter song "What We Buy"	Technology Connections: <ul style="list-style-type: none">• www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.
21 Century Themes: <ul style="list-style-type: none">• Target Reading Skill -Graph and Map Skills -	
Unit Resources	
Resources: <ul style="list-style-type: none">• Pearson My World Social Studies: We Are Connected, 2013• Student Worktext• myStory Book• myWorld Leveled Readers	
Modifications: <ul style="list-style-type: none">• As per IEP• See Appendix A	

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Domain: Communities Build a Nation chapter 3

Stage 1: Desired Results

Standards:

- SOC.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.
- SOC.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.
- SOC.6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
- SOC.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.
- SOC.6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
- SOC.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.
- SOC.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.
- SOC.6.1.4.A.CS1 Rules and laws are developed to protect people’s rights and the security and welfare of society.
- SOC.6.1.4.A.CS3 American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- SOC.6.1.4.A.CS7 The United States democratic system requires active participation of its citizens.
- SOC.6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals’ decisions, including ones made in their communities.
- SOC.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.
- SOC.6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- SOC.6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- SOC.6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
- SOC.6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
- SOC.6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- SOC.6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.
- SOC.6.3.4.CS2 Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- SOC.6.3.4.CS3 Are aware of their relationships to people, places, and resources in the local community and beyond.

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Essential Understandings:

- Communities change over time
- Conflicts sometimes arise over resources
- Our nation has been shaped by events and actions of the past.
- The actions of individuals can affect history.

Content Skills (The students will...):

- Explain how geography influences communities.
- Describe interactions between Europeans and Native Americans.
- Compare and contrast Native American Cultures.
- Explain ways in which the past connects to the present.
- Describe the cultures of Native Americans today.
- Identify the causes of European exploration.
- Describe the effects of European exploration.
- Identify the contributions of notable individuals.
- Explain ways in which the past connects to the present.
- Explain why settlers came to North America.
- Describe how location affects the development of a community.
- Recognize the contribution of notable individuals.
- Describe the key events in European settlement of North America.
- Explain ways in which the past connects to the present.
- Describe interactions between Europeans and Native Americans.
- Describe key events in American independence.
- Explain the causes of the American Revolution.
- Describe the creation and significance of key documents.
- Identify landmarks, symbols, holidays, and documents that exemplify American History and ideals.

Essential Questions:

- How does our past affects our present?

Stage 2: Evidence of Learning

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<p>Summative Traditional Assessment:</p> <ul style="list-style-type: none"> • Chapter Review and Assessment Student Activity Worksheets • Chapter Test 	<p>Summative Performance Task:</p> <ul style="list-style-type: none"> • Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter • Hands-On Activity - students create a tiered book that describes their relative and absolute locations as well as which continent, nation, and state they live in.
<p>Formative Assessment:</p> <ul style="list-style-type: none"> • <i>Got It?</i> - formative assessment for each lesson • Observation • Participation 	
<p>Stage 3: Learning Plan</p>	
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • English/Language Arts - passages focus on writing responses and performance task • Technology - publish online story • Music - 	<p>Technology Connections:</p> <ul style="list-style-type: none"> • www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.
<p>21 Century Themes:</p> <ul style="list-style-type: none"> • Target Reading Skill • Graph and Map Skills 	
<p>Unit Resources</p>	
<p>Resources:</p> <ul style="list-style-type: none"> • Pearson My World Social Studies: We Are Connected, 2013 • Student Worktext • myStory Book • myWorld Leveled Readers 	
<p>Modifications:</p> <ul style="list-style-type: none"> • As per IEP • See Appendix A 	

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Domain: U.S. Government chapter 4

Stage 1: Desired Results

Standards:

- SOC.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.
- SOC.6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- SOC.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.
- SOC.6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
- SOC.6.1.4.A.13 Describe the process by which immigrants become United States citizens.
- SOC.6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- SOC.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.
- SOC.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.
- SOC.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.
- SOC.6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
- SOC.6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
- SOC.6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.
- SOC.6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
- SOC.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.
- SOC.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.
- SOC.6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- SOC.6.1.4.A.CS1 Rules and laws are developed to protect people’s rights and the security and welfare of society.
- SOC.6.1.4.A.CS10 In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- SOC.6.1.4.A.CS11 In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- SOC.6.1.4.A.CS2 The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
- SOC.6.1.4.A.CS3 American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- SOC.6.1.4.A.CS4 There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- SOC.6.1.4.A.CS5 In a representative democracy, individuals elect representatives to act on the behalf of the people.
- SOC.6.1.4.A.CS6 The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- SOC.6.1.4.A.CS7 The United States democratic system requires active participation of its citizens.
- SOC.6.1.4.A.CS8 Immigrants can become and obtain the rights of American citizens.
- SOC.6.1.4.A.CS9 The world is comprised of nations that are similar to and different from the United States

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<p>Essential Understandings:</p> <ul style="list-style-type: none"> • The U.S. government was founded on democratic principles and beliefs. • The three branches of government were established to limit each branches' power and to protect the rights of citizens. • Local, state, and national governments make and enforce laws and provide different kinds of services to meet the needs of citizens. 	<p>Content Skills(The students will...):</p> <ul style="list-style-type: none"> • Recognize the purpose of and need for government. • Identify democratic principles and beliefs held by American citizens. • Explain why the Declaration of Independence and the U.S. Constitution were written. • Explain why the United States has three branches of government. • Identify the responsibilities of the executive, legislative, and judicial branches of government. • Describe the roles of key leaders in each branch of government and how they make decisions. • Understand that the United States has three levels of government. • Identify key leaders in each level of government and understand that they make decisions based on the well-being of the people that voted for them.
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do we have government? 	
<p>Stage 2: Evidence of Learning</p>	
<p>Summative Traditional Assessment:</p> <ul style="list-style-type: none"> • Chapter Review and Assessment • Student Activity Worksheets • Chapter Test 	<p>Summative Performance Task:</p> <ul style="list-style-type: none"> • Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter • Hands-On Activity - students will create a spinner for a board game that shows examples of culture and then play the culture board game in five groups.
<p>Formative Assessment:</p> <ul style="list-style-type: none"> • <i>Got It?</i> - formative assessment for each lesson • Observation • Participation 	
<p>Stage 3: Learning Plan</p>	
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • English/Language Arts - passages focus on compare and contrast, writing responses and performance task • Technology - publish online story • Music - chapter song "Festival Time" 	<p>Technology Connections:</p> <ul style="list-style-type: none"> • www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.

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21 Century Themes:

- Target Reading Skill - compare and contrast
- Media and Technology Skills - using graphic sources

Unit Resources

Resources:

- Pearson My World Social Studies: We Are Connected, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers (*Paul Revere*; *Paul Revere: Ride for Liberty*; *Paul Revere: American Patriot*)

Modifications:

- As per IEP
- See Appendix A

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Domain: Citizenship chapter 5

Stage 1: Desired Results

Standards:

- SOC.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.
- SOC.6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- SOC.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.
- SOC.6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
- SOC.6.1.4.A.13 Describe the process by which immigrants become United States citizens.
- SOC.6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- SOC.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.
- SOC.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.
- SOC.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.
- SOC.6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
- SOC.6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
- SOC.6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.
- SOC.6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
- SOC.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.
- SOC.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.
- SOC.6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- SOC.6.1.4.A.CS1 Rules and laws are developed to protect people’s rights and the security and welfare of society.
- SOC.6.1.4.A.CS10 In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- SOC.6.1.4.A.CS11 In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- SOC.6.1.4.A.CS2 The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
- SOC.6.1.4.A.CS3 American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- SOC.6.1.4.A.CS4 There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- SOC.6.1.4.A.CS5 In a representative democracy, individuals elect representatives to act on the behalf of the people.
- SOC.6.1.4.A.CS6 The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- SOC.6.1.4.A.CS7 The United States democratic system requires active participation of its citizens.
- SOC.6.1.4.A.CS8 Immigrants can become and obtain the rights of American citizens.
- SOC.6.1.4.A.CS9 The world is comprised of nations that are similar to and different from the United States

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<p>Essential Understandings:</p> <ul style="list-style-type: none"> • Good citizens participate in their communities and work for common good. • Many American heroes have taken risks and overcome obstacles to help others. • Civic organizations and individuals in our country and around the world have made contributions to important causes that benefit the common good. 	<p>Content Skills (The students will...):</p> <ul style="list-style-type: none"> • Describe the rights and responsibilities of citizens • Demonstrate positive citizenship in school and community. • Identify rules and laws and what happens when they are not followed. • Describe actions and contributions of historical figures who have helped to secure the rights and freedoms of our country's citizens. • Explain actions and contributions that individuals, and civic organizations, past and present, have made for causes in our country and throughout the world.
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I participate? 	
<p>Stage 2: Evidence of Learning</p>	
<p>Summative Traditional Assessment:</p> <ul style="list-style-type: none"> • Chapter Review and Assessment • Student Activity Worksheets • Chapter Test 	<p>Summative Performance Task:</p> <ul style="list-style-type: none"> • Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter • Hands-On Activity - students will work together to create a Living Timeline
<p>Formative Assessment:</p> <ul style="list-style-type: none"> • <i>Got It?</i> - formative assessment for each lesson • Observation • Participation 	
<p>Stage 3: Learning Plan</p>	
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • English/Language Arts - passages focus on fact and opinion, writing responses and performance task • Technology - publish online book • Music - chapter song "Living in America" 	<p>Technology Connections:</p> <ul style="list-style-type: none"> • www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.
<p>21 Century Themes:</p> <ul style="list-style-type: none"> • Target Reading Skill - fact and opinion • Graph and Map Skills - reading a timeline • Critical Thinking Skills - using primary and secondary resources 	
<p>Unit Resources</p>	

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Resources:

- Pearson My World Social Studies: We Are Connected, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers

Modifications:

- As per IEP
- See Appendix A

Domain: A Growing Nation chapter 6

Stage 1: Desired Results

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Standards:

- SOC.6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- SOC.6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- SOC.6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- SOC.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.
- SOC.6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- SOC.6.1.4.D.14 Trace how the American identity evolved over time.
- SOC.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.
- SOC.6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- SOC.6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- SOC.6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- SOC.6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- SOC.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.
- SOC.6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- SOC.6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- SOC.6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- SOC.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.
- SOC.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.
- SOC.6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.
- SOC.6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution.
- SOC.6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
- SOC.6.1.4.D.CS1 Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- SOC.6.1.4.D.CS10 The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- SOC.6.1.4.D.CS11 People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
- SOC.6.1.4.D.CS2 Key historical events, documents, and individuals led to the development of our nation.
- SOC.6.1.4.D.CS3 Personal, family, and community history is a source of information for individuals about the people and places around them.
- SOC.6.1.4.D.CS4 The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- SOC.6.1.4.D.CS5 Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- SOC.6.1.4.D.CS6 American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- SOC.6.1.4.D.CS7 Cultures struggle to maintain traditions in a changing society.
- SOC.6.1.4.D.CS8 Prejudice and discrimination can be obstacles to understanding other cultures.
- SOC.6.1.4.D.CS9 Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

Social Studies
Third Grade

Essential Understandings:

- Communities change over time.
- Technological developments affect how people live.
- Individuals can affect communities.
- Some things change over time and some things remain the same.

Content Skills (The students will...):

- Analyze how innovations in transportation influence the growth of the United States.
- Explain how trails and waterways facilitated travel to the frontier.
- Describe how Lewis and Clark and Sacagawea contributed to the growth of the American West.
- Understand how canals and riverboats helped move people and goods in the developing country.
- Recognize the difficulties faced by settlers in wagon trains.
- Explain and trace how railroads improved westward travel.
- Understand how the invention of the airplane improved travel worldwide.
- Give examples of contributions of key people to the developing United States.
- Analyze how America has changed from the arrival of European explorers to today.
- Explain why people immigrate to new lands.
- Identify patterns of immigration from Europe and Asia to the United States.
- Give examples of how immigrants from many lands have contributed to American culture.
- Understand the importance of the Statue of Liberty to American immigrants and American culture.
- Describe how homesteaders built the American West.
- Analyze how innovations in communication influenced the growth of the United States.
- Compare how people communicated in the 1800's and today.
- Describe how the Pony Express improved cross-country communication.
- Recognize how telegraphs and telephones made instant communication possible.
- Describe how radio and television connect people around the world.
- Trace how communication and computer technologies have changed Americans' lives in the last 20 years.
- Give examples of key people who improved communication.

Social Studies
Third Grade

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does life change throughout history? 	
<p>Stage 2: Evidence of Learning</p>	
<p>Summative Traditional Assessment:</p> <ul style="list-style-type: none"> • Chapter Review and Assessment • Student Activity Worksheets • Chapter Test 	<p>Summative Performance Task:</p> <ul style="list-style-type: none"> • Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter • Hands-On Activity - students will work together to create a Living Timeline
<p>Formative Assessment:</p> <ul style="list-style-type: none"> • <i>Got It?</i> - formative assessment for each lesson • Observation • Participation 	
<p>Stage 3: Learning Plan</p>	
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • English/Language Arts - passages focus on fact and opinion, writing responses and performance task • Technology - publish online book • Music - chapter song “Living in America” 	<p>Technology Connections:</p> <ul style="list-style-type: none"> • www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.
<p>21 Century Themes:</p> <ul style="list-style-type: none"> • Target Reading Skill - fact and opinion • Graph and Map Skills - reading a timeline • Critical Thinking Skills - using primary and secondary resources 	
<p>Unit Resources</p>	
<p>Resources:</p> <ul style="list-style-type: none"> • Pearson My World Social Studies: We Are Connected, 2013 • Student Worktext • myStory Book • myWorld Leveled Readers 	
<p>Modifications:</p> <ul style="list-style-type: none"> • As per IEP • See Appendix A 	

Social Studies
Third Grade

Stage 1: Desired Results

Standards:

- SOC.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.
- SOC.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.
- SOC.6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
- SOC.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.
- SOC.6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
- SOC.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.
- SOC.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.
- SOC.6.1.4.A.CS1 Rules and laws are developed to protect people’s rights and the security and welfare of society.
- SOC.6.1.4.A.CS3 American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- SOC.6.1.4.A.CS7 The United States democratic system requires active participation of its citizens.
- SOC.6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals’ decisions, including ones made in their communities.
- SOC.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.
- SOC.6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- SOC.6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- SOC.6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
- SOC.6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
- SOC.6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- SOC.6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.
- SOC.6.3.4.CS2 Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- SOC.6.3.4.CS3 Are aware of their relationships to people, places, and resources in the local community and beyond.
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Social Studies
Third Grade

Essential Understandings:

- People have to make choices about needs and wants because all resources are limited.
- People trade goods and services within communities, with other states, and with other countries.
- People are both producers and consumers of goods and services.
- People depend on each other as producers, consumers, and borrowers.

Content Skills (The students will...):

- Distinguish between needs and wants and give examples of each.
- Recognize that not all wants can be satisfied.
- Distinguish between scarcity and abundance.
- Recognize that people make choices when there is scarcity.
- Understand that the opportunity cost of an item is what we give up when we choose one thing over another.
- Analyze why and how people make choices.
- Recognize that personal needs and wants are connected to the needs and wants of local and world communities.
- Distinguish between producers and consumers.
- Distinguish between goods and services and give examples of each.
- Recognize that producers and consumers work together to drive the economy.
- Distinguish among natural, human, and capital resources.
- Understand that producers must have resources in order to produce goods.
- Describe how businesses can make a profit by using their resources wisely.
- Explain how people can be both producers and consumers and how this concept drives the whole economy.
- Analyze how consumers and producers exchange goods and services.
- Describe buyers' contributions to the economy.
- Recognize that people can trade or barter to exchange goods and services.
- Understand that money facilitates trade because it has a fixed value.
- Understand that price can be influenced by both supply and demand.
- Explain how transportation and communication affect supply and demand.
- *Understand that people trade for resources, goods, and services locally, within a country and worldwide

Social Studies
Third Grade

Essential Questions:

- How do people get what they need?

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students will work together to create a Living Timeline

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on fact and opinion, writing responses and performance task
- Technology - publish online book
- Music - chapter song “Living in America”

Technology Connections:

- www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.

21 Century Themes:

- Target Reading Skill - fact and opinion
- Graph and Map Skills - reading a timeline
- Critical Thinking Skills - using primary and secondary resources

Unit Resources

Resources:

- Pearson My World Social Studies: We Are Connected, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers

Modifications:

- As per IEP
- See Appendix A

Social Studies
Third Grade

Domain: Celebrating Our Communities chapter 8

Stage 1: Desired Results

Standards:

- SOC.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.
- SOC.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.
- SOC.6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
- SOC.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.
- SOC.6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
- SOC.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.
- SOC.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.
- SOC.6.1.4.A.CS1 Rules and laws are developed to protect people’s rights and the security and welfare of society.
- SOC.6.1.4.A.CS3 American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- SOC.6.1.4.A.CS7 The United States democratic system requires active participation of its citizens.
- SOC.6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals’ decisions, including ones made in their communities.
- SOC.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.
- SOC.6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- SOC.6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- SOC.6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
- SOC.6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
- SOC.6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- SOC.6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.
- SOC.6.3.4.CS2 Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- SOC.6.3.4.CS3 Are aware of their relationships to people, places, and resources in the local community and beyond.
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Social Studies
Third Grade

<p>Essential Understandings:</p> <ul style="list-style-type: none"> • Culture is the way of life of a group of people: the food they eat, the language they speak, the clothing they wear, the stories they tell, the music and art they create, as well as the community they live in. • Different culture groups meet their needs in diverse ways. • Cultural groups live together to create communities around the world. • Celebrations are a reflection of cultural heritage and tradition. 	<p>Content Skills (The students will...):</p> <ul style="list-style-type: none"> • Identify the cultures that settled North America. • Identify the regions of North America. • Recognize that cultures change when families move and bring different customs and traditions with them. • Explain how climate affects peoples' way of life. • Understand that culture can be communicated through stories, art, and music. • Explain the cultural values and significance of characters portrayed through the arts. • Compare and contrast the arts around the world. • Identify and compare celebrations around the world. • Identify specific people associated with holidays and cultural celebrations. • Understand that celebrations represent cultural values. • Describe how many different cultures have contributed to and shaped communities in the regions of the United States.
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How is culture shared? 	
<p>Stage 2: Evidence of Learning</p>	
<p>Summative Traditional Assessment:</p> <ul style="list-style-type: none"> • Chapter Review and Assessment • Student Activity Worksheets • Chapter Test 	<p>Summative Performance Task:</p> <ul style="list-style-type: none"> • Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter • Hands-On Activity - students will work together to create a Living Timeline
<p>Formative Assessment:</p> <ul style="list-style-type: none"> • <i>Got It?</i> - formative assessment for each lesson • Observation • Participation 	
<p>Stage 3: Learning Plan</p>	

Social Studies
Third Grade

<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">• English/Language Arts - passages focus on fact and opinion, writing responses and performance task• Technology - publish online book• Music - chapter song “Living in America”	<p>Technology Connections:</p> <ul style="list-style-type: none">• www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.
<p>21 Century Themes:</p> <ul style="list-style-type: none">• Target Reading Skill - fact and opinion• Graph and Map Skills - reading a timeline• Critical Thinking Skills - using primary and secondary resources	
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