

READINGTON PUBLIC SCHOOL DISTRICT

Third Grade Social Studies

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I. PURPOSE AND OVERVIEW

The Readington Township School district social studies curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum leads students from an understanding of themselves and the world around them to the greater community of Readington and New Jersey, and eventually, to an understanding of American traditions, democratic values, and our global society.

In grades **K-4**, students learn fundamental concepts of government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

II. RATIONALE SOCIAL STUDIES CURRICULUM IN THIRD GRADE

The purpose of social studies education is to provide students the opportunity to acquire the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. Third grade students will build on the knowledge from second grade skills in social studies.

In third grade, students will learn about the rights and responsibilities of community members as they expand their knowledge of local government in Readington Township. They will examine how communities change over time and recognize the diversity of communities around the world. Students will explore both physical and human geography, as they learn the importance of protecting our natural resources.

III. GOALS

Linked to the New Jersey Student Learning Standards for Social Studies

There are a variety of standards for social studies curriculum. This document compiles and harmonizes the New Jersey Student Learning Standards and the 21st Century Skills Curriculum Standards. The standards have been organized by themes of social studies: social studies skills, history, civics, geography, and economics.

Social Studies Skills

- Place key historical events and people in historical eras using timelines (Chronological Thinking)
- Explain how the present is connected to the past (Chronological Thinking)
- Determine locations of places and interpret information available on maps and globes (Spatial Thinking)
- Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. (Spatial Thinking)
- Distinguish fact from fiction. (Critical Thinking)
- Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., letters, documents, diaries, maps, photos, etc.) (Critical Thinking)
- Use evidence to support an idea in a digital, oral, and/written format. (Presentational Skills)
- Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace. (Presentational Skills)

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are quantitatively and qualitatively assessed: content and skill. The data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust

instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, and analysis of primary sources, charts, and diagrams.

V. SCOPE AND SEQUENCE

Third Grade:

Unit Title & Time of Year	Units of Study
Unit 1: Sept./Oct. 7 weeks	Rights and Responsibilities: Life in a Community
Unit 2: Nov./Dec. 7 weeks	Diversity: People in Communities the World Over
Unit 3: Jan./Feb. 7 weeks	Natural Resources: Communities and Geography
Unit 4: March/Apr. 7 weeks	US Government
Unit 5: May/June 7 weeks	Economics: Working and Earning Money In Communities

VI. UNITS OF STUDY

Third Grade Unit 1: Rights and Responsibilities: Life in a Community	
Desired Results	
Established Goals: <ul style="list-style-type: none"> ● 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. ● 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. ● 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). ● 6.3.4.D.1 - Identify actions that are unfair or discriminatory, such as bullying and propose solutions to address such actions. 	
Understandings: Citizens have rights and responsibilities. Decisions, actions, and laws created by governments promote the common good.	Essential Questions: What are the character traits that make a good citizen? A good leader? How does thoughtful decision-making impact the common good? In everyday life, how do good citizens demonstrate their rights and responsibilities?

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Students will know/learn...

- Rules in the classroom and community.
- The need for rules, law, and government.
- Characteristics of a good leader (e.g., personal morality, experience, determination, confidence, a desire to be a leader, the ability to solve problems creatively).
- Problems that might arise from a lack of effective authority.
- Examples of situations in which individuals are acting on their own (e.g., two friends decide to do something) and situations in which individuals' actions are directed by others (e.g., parents tell their children to do something).
- Benefits of fulfilling responsibilities (e.g., praise and approval from parents, increased confidence and self-esteem).
- A good leader puts the interests of the people ahead of personal interests.
- A responsibility is a duty to do something or not to do something.
- A good rule or law solves a specific problem, is fair, and "does not go too far".
- People solve common problems by cooperating (e.g. working in groups to pick up trash along a road, Participating in a neighborhood crime-watch group, participating in community house-building projects).

Students will be able to...

- Demonstrate responsibility by initiating simple classroom tasks and jobs.
- Demonstrate appropriate behavior when collaborating with others.
- Provide examples of authority (e.g., a teacher tells a group of students to do something) and power without authority (e.g., an older, larger student tells a group of younger students to do something).
- Provide examples of situations that involve responsibility and the sources of responsibility (e.g., a child obeying his/her parents' request to take care of the family's pet).
- Explain what makes an action unfair and provide an alternate course of behavior.
- Provide examples of fundamental rights.
- Provide examples of human rights.
- Compare and contrast responses to violations of human rights.

Assessment Evidence

Performance Tasks:

- Create a Constitution to follow during indoor or outdoor recess in pairs or individually
- Create a class constitution (class rules/expectations)
- Debate - the voting age, driving age, wearing a helmet, etc. (choose one topic or several that students can relate to). Assign "sides" and have students debate the pros and cons for the law as is and/or how they would amend it.
- Present a solution to an issue of unfairness identified in students' school or community

Other Evidence:

- Teacher observation of role playing
- Written classwork
- Teacher created quizzes and tests

Learning Plan

Learning Activities:

- Discussion and creation of classroom constitution or rules (Why do we need rules?)
- Analyze the preamble (use dictionary skills to "translate" into third grade language)

- Reading of mentor texts about rules and citizenship (see list below)
- Use of Harcourt text lessons *Students have not used an individual Social Studies text before so build schema by beginning with lessons on nonfiction text features and practice navigating the text with a “scavenger hunt”.
- Use activities and practice book pages in Harcourt supplemental texts (see pages below)
- Role playing - provide students with problems common to third grade citizens to act out, challenge them to develop more than one solution
- What makes a good citizen? or What makes a great leader? group posters
- Lessons on citizenship - what is a citizen? What does it mean to be a part of a community? How does one become a citizen of the US?
- Class debate/discussion - what do you think about the rules you need to follow to be a citizen? Do you agree/disagree with them? Would you add any/delete any restrictions?
- Celebrate Constitution Day (p.270-271 in Harcourt text)

Professional Resources

- Harcourt Social Studies Our Communities - Unit 1, Lesson 1 (p.14-19), Unit 4, Chapter 7 (p.234-262) p.270-271 (Constitution Day)
- Homework and Practice Book - p.65-73
- Social Studies in Action - p.80-83, 86-87, 90-93
- Books - Shiver, Gobble, and Snore
Do Unto Otters by Laurie Keller
Never Spit on Your own Shoes by Denys Cazet
Officer Buckle and Gloria by Peggy Rathmann
We the Kids by David Catrow
Fireboat by Maira Kalman
- <http://www.scholastic.com/teachers/lesson-plan/citizenship-books-and-activities-13-terrific-titles-and-what-do-them>
- Online book about being a hero <https://www.storyjumper.com/book/index/14171422/What-Makes-You-a-Super-Hero-#page/18>
- Schoolhouse Rock “The Preamble” (Youtube)
- teacher created smart notebook files

Third Grade Unit 2: Diversity: People in Communities the World Over

Desired Results

Established Goals:

- 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.**
- 6.1.4.A.13 Describe the process by which immigrants become United States’ citizens.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 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.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
- 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

<p>interconnected world.</p> <ul style="list-style-type: none"> ● 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. ● 6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions. 	
<p>Understandings: A person's beliefs, language, food, traditions, music, clothing, and art are his culture.</p> <p>The world consists of many diverse cultures that may affect one another positively and negatively.</p>	<p>Essential Questions: What is culture?</p> <p>How do people express their cultures?</p> <p>Why should we understand the perspectives of other cultures?</p> <p>What are prejudice and stereotyping?</p>
<p>Students will know/learn...</p> <ul style="list-style-type: none"> ● Literature, art, music, dance, architecture, language, food and religion are all expressions of culture. ● Reasons why people may immigrate and imagine what it would be like to travel to a new country. ● A population density shows the number of people living in a given area and analyzes a population map. ● How different groups of people share their cultures in the USA. ● Identify what makes American culture including landmarks, holidays, etc. ● A family may represent/express more than one culture. ● Describe how the actions of civil rights leaders inspired social activism in future generations. ● List the steps needed to become a United States citizen. ● Stereotyping and prejudice. <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Analyze the causes and effects that immigration may have on a community. ● Describe immigrants' arrival and living conditions in the United States. ● Compare and contrast cultures and diversity within communities. ● Compare and contrast different cultures from around the world. ● Assess how prejudice and stereotyping have led to conflict in the past and present. ● Explain how a group combines new beliefs and practices into their culture. ● Explain how might the introduction of new ideas into a culture create conflict. ● Provide examples from the past and present of times stereotyping and prejudice took place. ● Describe events from United States history from the perspective of more than one group. ● Explain the impact different perspectives in the community may have on a local issue. ● Identify common issues of public concerns that occur in our community and in communities in other countries then communicate with students from those communities to create possible solutions. 	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Brochure - create a travel guide for an assigned country. Assign different aspects of culture to different students and turn in as a group or work on individually. ● Advertisement - design an ad persuading people to come live in the USA that includes elements of American culture. ● National landmark - students design a new landmark to represent the USA based on what 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Teacher observation ● Written classwork ● Teacher created quizzes and tests ● Culture flag or letter home

they learned of American culture to present to the class.

Learning Plan

Learning Activities:

- Begin with background lessons about immigration (possibly Ellis Island). Perhaps, start off with, “If you were told your family was in danger and you had to pack your backpack and leave the country, what would you take and where would you go?” Lead into a discussion of why people become immigrants. Also, spend time on why people move within a country. What challenges do immigrants face when coming to a new country?
- Read stories about immigrants.
- Follow the map and timeline through Ellis Island.
- Have debates about whether or not we should have a cap over how many immigrants who can get in.
- Role play and write letters home pretending to be an immigrant on a ship heading to America.
- Discuss why people settle in a certain place (refer to Chinatown, Little Italy, etc). Practice reading a population density map.
- Read about how people share different cultures and customs within a community. Think about restaurants for example.
- Research our own cultures (home project) and share with the class. Compare and contrast: What is the same about our cultures and what is different? Take a close look at how different cultures may have different traditions for a certain holiday.
- Discuss our American heritage. What customs and traditions make the US unique? Brainstorm American food, music, clothing, etc. Think about if you were welcoming someone to your home or this country for the first time, what would you teach them about?
- Learn about cultures around the world and create a culture flag. Split students into pairs and have each pair responsible for a different country, research food, music, holidays, sports, language, religion, etc. Present to class.
- Compare and contrast how different cultures are expressed around the world including written and oral traditions, art, music, dance, holidays, foods, traditions, and religion.
- Define what prejudice and stereotypes are. Refer to Martin Luther King Jr and/or read a mentor text to introduce the concept. Role play - have students with blue eyes or brown eyes stand for the story while everyone else sits. Discuss. How can/has prejudice or stereotyping lead to conflict? Look at examples from the past and present. Act out different situations that could occur.
- Skype or connect with other classes from around the world to share cultures. What is school like? What do they eat? Discuss problems each group may face.

Professional Resources

- Harcourt Social Studies Our Communities Unit 5 People in Communities, Chapters 9-10 p.312-378
- Homework and Practice Book p. 87-106
- Social Studies in Action p.98-113
- Harcourt Leveled Readers - “People From Many Places,” “The Nation’s Attic: the Smithsonian,” and “Shaking Things Up: Cultural Revolution”
- Books
 - Tar Beach by Faith Ringgold
 - How Many Days to America? by Eve Bunting
 - It’s a Small World by Disney
 - I, Too, Am America by Langston Hughes
 - Everybody Cooks Rice by Nora Dooley

How My Parents Learned to Eat by Ina R. Friedman

The Name Jar by Yangsook Choi

Ruby's Wish by Shirin Yim Bridges

Grandfather's Journey by Allen Say

Amazing Grace by Mary Hoffman

White Socks Only by Evelyn Coleman

Too Many Tamales by Gary Soto

The Keeping Quilt by Patricia Polacco

Molly's Pilgrim by Patricia Polacco

The Hundred Dresses by Eleanor Estes

Inside Out and Back Again, by Thanhha Lai

My Name is Maria Isabel, by Alma Flor Ada

- Websites

BrainPOP (civil rights)

<http://interactivesites.weebly.com/colonial-times.html> (interactive sites)

Immigration

<http://teacher.scholastic.com/activities/immigration/>

(great site with lots of activities)

<http://interactivesites.weebly.com/immigration.html> (interactive sites)

<http://interactivesites.weebly.com/culture.html> (interactive sites for culture)

<http://teacher.scholastic.com/activities/globaltrek/>

(learn about different countries and cultures)

<https://www.weareteachers.com/encourage-global-perspective-classroom/>

(ideas for teachers)

Third Grade Unit 3: Natural Resources Community and Geography

Desired Results

- 6.1.4.B.1 - Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 6.1.4.B.2 - **Use physical and political maps** to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 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.
- 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.
- 6.1.4.B.5 - Describe how human interaction impacts the environment in New Jersey and the United States.
- 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.
- 6.1.4.B.9 - Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- 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.

- 6.3.4.B.1 - Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

Understandings:

Humans have an impact on natural resources.

Political and physical maps contain different information and are used for different purposes.

Essential Questions:

- What are natural resources? How are they being used? How can we conserve them?
- What can citizens do to protect their community's environment?

Students will know/learn...

- Different ways people choose to use and distribute natural resources.
- The difference between renewable and nonrenewable resources.
- How to read a political map.
- How to read a physical map.
- How landforms and availability of resources have impacted where and how people live and work in different communities.
- Varying characteristics of regions in the United States based on culture, economics, and physical environment.
- Positive and negative interactions between humans and their physical environments in New Jersey and the USA.
- Knows examples of renewable and nonrenewable resources and the importance of conservation.
- A natural resource is something from nature that people can use.
- Which physical features and processes effect a community.
- Various landforms and bodies of water (e.g. mountains, valleys, plateaus, lakes, rivers)
- People have a responsibility to care for the environment.

Students will be able to...

- Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- Uses maps and globes to determine relative and absolute locations (e.g., hemispheres, continents, latitude, and longitude).
- Measure distance on a map.
- Compare and contrast how land is used in different types of communities (suburban, urban, rural).
- Compare and contrast features of the regions of in the United States.
- Explain how changes in technology can impact the environment.
- Identify major cities in New Jersey, United States, and the world on a map.
- Use geographic and demographic tools (e.g., maps, globes, data visualizations) to explain cultural differences found in major cities.
- Participate in an advocacy project regarding environmental issues and propose possible solutions.

Assessment Evidence

Performance Tasks:

- Environmental project - choose a way that humans have impacted our environment, and show the results (positive or negative) through research in the form of a poster, book, google slides, short skit etc.
- Google classroom - students read an article and watch a video about the impact humans have had on a specific part of the environment (ex:

Other Evidence:

- Teacher observation of map group work
- Written classwork
- Teacher created quizzes and tests

plastic in the oceans, cutting down habitat etc)
answer questions requiring critical thinking and physically create or design a solution to the problem.

- Map - students create physical maps of NJ, Hunterdon County, or Three Bridges (Use Google Maps/Google Earth as resources)

Learning Plan

Learning Activities

- Harcourt Lessons (specified below)
- Mentor texts (specific list below)
- Discussion about a map and a globe (What are they? Compare/contrast how do we use them?) Depending on prior knowledge/experience may need additional lessons to practice reading maps.
- Where do you live? Introduce the idea of “absolute location” (check in - Do students know their continents? If not, extra lesson using the “Continent Song” Introduce hemispheres, latitude, and longitude)
- Use Google Maps to practice with absolute location
- Practice continents and hemispheres with game - Which continent am I? Example: “I am located in the Northern and Western hemispheres.”
- Practice with latitude and longitude - Give students string to trace over the lines on the maps
- Look at where we live, what type of community is it - go over rural, suburban, and urban
- In groups, students can create a 3D model of one of the three types of communities (teacher assigned) making sure to include typical landforms, bodies of water, and planned out to meet the needs/wants of the community
- Look at a map of regions of the US. How were they determined? Go over characteristics of the different regions. Review climate, landforms, and bodies of water (depending on class, may need to spend an extra lesson or two on this). Introduce new terms - valley, canyon, plateau, peninsula, bay
- Virtual tour of the regions
- Have students create a group map. It could be divided by regions (include landforms and bodies of water), Create landform maps of local area, regions of NJ, National Parks - Which landforms and bodies of water are present. The map can be 3D.
- If this unit is taught during December, participate in a Holiday Card Exchange and plot which regions cards are received and average temperature.
- What are natural resources? Which ones do we use? Introduce renewable and non-renewable resources. Complete a resource sort (renewable vs. non-renewable).
- Class discussion: Human impact on resources and our environment. How are we harming? How are we helping? Role-play or set up a debate (Examples: loggers vs. people trying to save owls, people for drilling for oil in vs. against) Can read, “The Great Kapok Tree” or “Oil Spill” watch “Fern Gully.”
- Environmental project - teacher created, pose a problem for students to solve can give them actual materials to create a solution OR directly relate it to school, what do we do to help the environment? What should we be doing in school or at home?

Professional Resources

- Harcourt Social Studies Our Communities- Unit 2, Chapter 3 (p.80-109), Chapter 4 (p.112-137)
- Homework and Practice Book - p.20-42
- Social Studies in Action - p.26-47
- The Continent Song (to the tune of “Do You Know the Muffin Man?”)
- Books
 - The Great Kapok Tree by Lynne Cherry
 - Oil Spill by Melvin Berger

[The Lorax](#) by Dr. Seuss
[Wump World](#) by Bill Peet
[Just a Dream](#) by Chris VanAllsburg
[Miss Rumphius](#) by Barbara Cooney
[Olivia's Birds](#) by Olivia Boulter (*a writer's workshop mentor text)
[The Curious Garden](#) by Peter Brown
[The Water Hole](#) by Graeme Base
[The Tree](#) by Dana Lyons
 Various books about the regions and landforms available in school library
<http://www.amightygirl.com/mighty-girl-picks/top-children-s-books-on-the-environment>

- Websites

Maps

<http://egsc.usgs.gov/isb//pubs/teachers-packets/mapadventures/>
http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g2_u2/
<http://nationalgeographic.org/activity/mapping-landforms/>

Google Maps and Google Earth

Regions

http://www.scholastic.com/teachers/top_teaching/2010/03/region-tour
<http://mrnussbaum.com/fifty-states-for-kids/>
http://www.ducksters.com/geography/us_states/us_geographical_regions.php
<https://www.youtube.com/watch?v=uLxLs-QhXs0> (short video)
<https://www.youtube.com/watch?v=E2CNZIIVIg> (short video)

- Teacher created smart notebook files

Third Grade Unit 4 US Government

Desired Results

Established Goals:

- 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.
- 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
- 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.
- 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.
- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 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.
- 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.

<p>Understandings: Key events, people, and documents influenced the formation of our government was formed by a series of key events.</p> <p>The United States Government is organized to ensure checks and balances of power.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How was our government formed? • What are the roles of the three branches of government? • How does the government work at each level (local, state, and national)?
<p>Students will know/learn...</p> <ul style="list-style-type: none"> • How key historical events, documents (i.e, The Declaration of Independence, The Constitution) and individuals (i.e, George Washington, Benjamin Franklin, and Thomas Jefferson) led to the development of our nation. • What senators and representatives are, what their roles are in government, and how they impact the citizens they represent • Identify current leaders at the local, state, and national level of government. • How representatives are elected at each level of government. • The defining characteristics of each branch of national government. • Identify key historical documents. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Analyze how immigrants who came to New Jersey and the United States for various reasons had a major impact on the state and nation. (cause and effect) • Explain the three levels of government (local, state, and national)and compare/contrast them. • Identify and describe the three branches of the national government and explain how they provide a system of checks and balances. • Explain what government services are and how they impact the nation’s citizens. • Describe the impact of key historical documents on our current government. • Create a timeline of events that led to the creation of the United States and the State of New Jersey. 	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Debate - Which branch of government is the most important? Split into groups of three with each person defending one branch of government. • Facebook profile page - Create a Facebook page for one of the founding fathers or mothers. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Teacher observation • Written classwork • Teacher created quizzes and tests • Timeline or posters
<p>Learning Plan</p>	
<p>Learning Activities</p> <ul style="list-style-type: none"> • Hook students with an introductory lesson of changes over time. Sample lesson idea: Begin with pictures of things from teacher’s childhood or hometown that are different today (phones, typewriters, cassette tapes, roll down windows in cars, dirt roads, etc.). • Discuss American history, explorers, and settlements. Practice reading a timeline. • Read about important historical figures: George Washington, Thomas Jefferson, and Benjamin Franklin. Students critique their leadership skills and investigate their contributions to our history. Use biographies and computers to gather more info. Possible activities: Practice writing a nonfiction paragraph about one of these figures. Create a Facebook page for one of the figures, role play. • Discuss the Declaration of Independence and its impact on our country. Students imagine/describe life here if it hadn’t been written. • Pre-assess for knowledge about government, and if they don’t already know, introduce the idea of local, 	

state, and national government.

- Further develop knowledge and compare/contrast the three levels with research. Who is the leader? Who makes the laws? Define vocabulary: Mayor, town council, governor, president, senators, representatives, etc.)
- For more concrete/visual understanding can make a three level ice cream cone. The largest scoop is national government, medium scoop is state, and smallest is local. On each, write who is in charge (example: mayor or town council) and then name the local mayor, who makes the laws, what kinds of courts.
- Discussion or debate: Does the president have the power to decide everything for our country? Should the president have the power to decide everything? Why or why not? Introduce the idea of checks and balances and the three branches.
- Use Brainpop, websites, Harcourt pages. To check for understanding students can do a sorting activity. Sort different responsibilities/roles into the three different branches. Create a cutout of a tree for the three branches and glue on matching leaves.

Professional Resources

- Harcourt Social Studies Our Communities Unit 3 Communities Over Time p.196-211, Unit 4, Chapter 8 p.264-307
- Homework and Practice Book p. 75-86
- Social Studies in Action p.70-90
- Books
 - “A is for Abigail” by Lynne Cheney
 - “America; A Primer” by Lynne Cheney
 - “Pearl” by Debby Atwell
 - “George Washington’s Teeth” by Deborah Chandra
 - “John, George, Paul and Ben” by Lane Smith
 - “Big George” by Anne Rockwell
 - “Now and Ben” by Gene Barretta
 - “What’s the Big Idea Ben Franklin?” by Jean Fritz
 - “Thomas Jefferson” by Cheryl Harness
 - “Thomas Jefferson: a Picture Book Biography” by James Cross Giblin
 - “Founding Mothers: Remembering the Ladies” by Cokie Roberts
 - “If I Were President” by Catherine Stier
<http://www.storyjumper.com/book/index/7165592/Three-Branches-Of-Government>
(free book about the 3 branches)
 - “What Are the Three Branches of the Government?: And Other Questions About the U.S. Constitution” by Ben Richmond
 - “How the U.S. Government Works” by Syl Sobel J.D
- Teacher created smart notebook files
- Websites
 - Colonial Life
http://www.ducksters.com/history/colonial_america/
<https://www.landofthebrave.info/>
<http://www.socialstudiesforkids.com/subjects/colonialtimes.htm>
 - Government
BrainPOP (three branches of government)
<https://kids.usa.gov/government/index.shtml>
http://www.ducksters.com/history/us_government.php
<https://bensguide.gpo.gov/>
<http://mrnussbaum.com/government/>

<https://kids.usa.gov/play-games/government/index.shtml> (games)
<http://interactivesites.weebly.com/us-government.html> (interactives and games)

Third Grade Unit 5 Economics: Working and Earning Money in Communities

Desired Results

Established Goals:

- 6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.4 Describe how supply and demand influence price and output of products. Interaction among various institutions in the local, national, and global economies influence policy making and societal outcomes.
- 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, **and governments within the economic system.**
- 6.1.4.C.7 Explain how the availability of private and public goods and services is **influenced by the global market and government.**
- 6.1.4.C.8 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.**
- 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 play in economic opportunities.
- 6.1.4.C.15 Describe how the development of **different transportation systems impacted the economies** of New Jersey and the United States.
- 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.
- 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.
- 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.A.3 Explain how income affects spending and take-home pay.
- 9.1.4.B.1 Differentiate between financial wants and needs.
- 9.1.4.B.2 Identify age-appropriate financial goals.
- 9.1.4.B.3 Explain what a budget is and why it is important.
- 9.1.4.B.4 Identify common household expense categories and sources of income.
- 9.1.4.B.5 Identify ways to earn and save.
- 9.1.4.E.1 Determine factors that influence consumer decisions related to money.
- 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.
- 9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.
- 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.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Understandings:

Individual needs and how what people want affects their community.

Supply and demand affect the goods and services provided within an economic system.

Essential Questions:

What needs and wants do people have? How are they met?

Goods and services affected by the global market?

Students will know/learn...

- Identify consumers and producers and understand that they are dependent on one another.
- Understand what entrepreneurship and its importance in the economy.
- Explain why countries import and export goods.
- Define goods, services, consumer, and producer.
- Identify how technology has changed the economy of communities worldwide and improved businesses.
- The difference between public and private good and services.
- Understand that bartering is a direct exchange of goods and services.
- Explain what a free market and explain how competition in a free market economy affects pricing.
- Analyze how supply and demand affect pricing.
- Recognize that people have a variety of ways of earning income.
- Investigate the relationship between saving and spending including trade-offs and opportunity costs.
- Identify that businesses around the world depend on one another.
- The difference between needs and wants.
- The global market.
- Transportation systems from the past and present.
- Identify regions of New Jersey and their key features of each.

Students will be able to...

- Describe the role of governments in the economic system of a country.
- Identify times in the past when scarcity and choice of goods have influenced purchasing decisions by individuals, communities, and nations.
- Explain the relationship between households, businesses, laborers, and governments in the economy.
- Identify an economic issue children face and propose a solution.
- List transportation systems and describe how they impacted the economies of New Jersey and the United States.
- Explain the impact geography, natural resources, climate, transportation, technology, and/or the labor force have on economic opportunities in the regions of New Jersey.
- Explain how the availability of goods and services can be influenced by the global market and government.
- Explain how production, distribution, and consumption of goods and services are affected by the global market and events in the world community.

Assessment Evidence

Performance Tasks:

- Setting up a cabin - small groups are given a set budget and order what they need/want to set up a working household.

Other Evidence:

- Teacher observation
- Written classwork
- Teacher created quizzes and tests

- Community marketplace - in small groups students create their own businesses (including a business plan, booth, advertising, products, etc). On Marketplace Day, split class and some become consumers while others show their businesses, then switch roles.

Learning Plan

Learning Activities:

- Begin with a review of needs and wants. If you were going to a deserted island what would you bring with you? Discuss what we need to survive vs. what we want (relate to birthday/holiday wish lists).
- Relate needs and wants to communities. What we need affects what stores and businesses are in a community. Introduce the idea of workers, consumers, producers, etc.
- What is an entrepreneur? Brainstorm some famous or local entrepreneurs that students may know. Read about Madame C.J. Walker.
- Students brainstorm if they were going to start a business, what kind would it be? Why?
- How business works: Refer back to natural resources and discuss how businesses use a variety of resources (human capital, etc.) to create products and provide services. Review what goods and services are with a sorting activity.
- Review manufacturing and students think about the various steps and materials needed for the product chosen. Think of what resources and steps they would need for their own business.
- What is made in a specific area may depend on what resources are available. Practice applying by reading a Land Use and Products Map in Harcourt text). As a follow-up challenge, as a class create a Land Use and Products Map for New Jersey.
- Introduce the idea of interdependence and global economies. Example: Fruit doesn't grow in NJ in the winter, so where does our fruit come from? Discuss the idea of trading and bartering. Have students share opinions if they think that trading between countries is a good idea, why or why not.
- What is importing and exporting? Use a map to see what we import and export. Why are some items imported and others exported? Think about cars, clothing, etc.
- What kind of technology would you want for your business? Discuss history of technology and how it has changed communication over the years. Relate to personal experiences and show pictures of phones, type writers, old cash registers, listening devices, etc.)
- Discuss goals of businesses to make money and introduce the idea of making a profit and free market economies. What about competition? Relate to kids by asking about their favorite pizza place and all of the different restaurants are competing for their business.
- Thinking about their own business that they are developing, how will they know how many goods or services to provide? Go over supply and demand and analyze the cause/effect relationship between the two.
- Read a mentor text about saving money to start a business or buy something and then discuss income, savings, earnings, deposits, budgets, and investments.
- In groups, students are given a specific budget and catalogs and/or websites to order from in order to create a household in an empty cabin. Think about needs vs. wants.

Professional Resources:

- Harcourt Social Studies Our Communities Unit 6: Working in Communities, Chapters 11-12 p.388-442
- Homework and Practice Book p. 107-127
- Social Studies in Action p.116-135
- Harcourt Leveled Readers - "Making Money, Saving Money," "Designing Currency" and "Risky Business"
- Books
 A New Coat for Anna by Harriet Ziefert
The Big Buck Adventure by Deborah Tobola
Alexander Who Used to Be Rich Last Sunday by Judith Viorst

A Chair for My Mother by Vera Williams
Uncle Jed's Barbershop by Margaree King Mitchell
The Doorbell Rang by Pat Hutchins
Sam and the Lucky Money by Karen Chinn
Erandi's Braids by Antonia Hernandez Madrigal
Cloud Tea Monkeys by Mal Peet and Elspeth Graham
 Those Shoes by Maribeth Boelts
Violet the Pilot by Steve Breen
Beatrice's Goat by Page McBrier
Ice Cream by Elisha Cooper
A Basket of Bangles: How a Business Begins by Ginger Howard
The History of Money by Dana Meachen Rau
Steve Jobs by Ann Gaines
Your Allowance by Margaret Hall
Follow the Money! by Loreen Leedy
A Farm Through Time by Angela Wilkes
The Kids Guide to Money and Cent\$ by Thomas Keltie
Work, Trade and Farming by Fiona Macdonald

- Websites

Brainpop - supply and demand, money
 BrainPOP Jr. - needs and wants, saving and spending
<https://www.usmint.gov/kids/> (about coins)
<http://www.themint.org/kids/>
<http://www.vrml.k12.la.us/cc/economics/economics.htm> (lots of links here)
<https://www.youtube.com/watch?v=TSQ3bUWtKrs> (what is economics?)
<https://www.youtube.com/watch?v=MlkoZfzlfxo> (goods and services)
<https://www.youtube.com/watch?v=Vce1OXTjIQo>
 (Schoolhouse Rock - budgeting)
<https://www.youtube.com/watch?v=f3rv-t58-p8&t=22s>
 (Schoolhouse Rock - barter)

Bibliography

Understanding by Design by Wiggins, Grant. & McTighe, Jay. Association for Supervision and Curriculum Development, 2004.

New Jersey Student Learning Standards for Social Studies 2014

