



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Social Studies
Grade 3

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Social Studies Grade 3
Communities and Growth of the United States

Course Description:

In this course, students will focus on the growth of the United States through different communities. Students will learn to use maps and globes to see where these communities originated and how they expanded throughout our Country's growth.

This course shows how some features of a community may change, while others stay the same. Students meet the people who were important in bringing about some of these changes: from the Native Americans, European explorers, inventors and activists, to present day government. By studying the history of their own community and country, students will learn how and why people change communities.

Students will get an understanding of the three levels of government - local, state, and federal, and the services they provide. Students will also be able to describe the three branches of the national government. The students will also be introduced to other forms of government, describing their similarities and differences. Various monuments and memorials will also be explored to find what they symbolize about our nation.

Suggested Course Sequence:

Units 1 and 2: Maps and Globe - 2 weeks
Unit 3: Communities Over Time – 8 weeks
Unit 4: Citizens and Government – 4 weeks

Unit Overview

Content Area: Social Studies

Unit Title: Units 1 and 2: Maps and Globes

Target Course/Grade Level: Third grade

Unit Summary:

This unit explores the difference between a map and globe. Latitude and longitude are used to locate places on globe and map. The unit also identifies the continents and oceans, and their location on a globe and map. Parts of a map are explored including compass rose and map scale.

21st century themes: Think creatively; Work creatively with others, Reason effectively; Solve Problems; Collaborate with Others, Apply Technology Effectively, Interact Effectively with Others, Work Effectively in Diverse Teams

Learning Targets

Standards: 6.1 U.S. History: America in the World.

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

CPI# Cumulative Progress Indicator (CPI)

6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

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.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI 3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently

Unit Essential Questions

- How is a globe and map different?
- How do you identify markings on a globe or map?
- Why are there identifiable markers on a globe and maps?

Unit Enduring Understandings

- Maps and Globes help us learn about our communities, our country, and the world
- Identifying geographic symbols on globes and maps are useful tools in reading the topography of regional areas in the world.

Unit Learning Targets

Students will...

- Understand that a globe is a model of Earth and that it is made up of continents and water, the hemispheres and the equator
- Use hemisphere, equator, and prime meridian to find locations
- Develop skills to locate places using latitude and longitude
- Explain the functions of different map features
- Calculate the distance from one location to another on a map
- Recognize different kinds of land and bodies of water

Evidence of Learning

Summative Assessment (X days)

Homework, quizzes, tests

Equipment Needed: Computer, ELMO, projector

Teacher Resources: Textbook: Harcourt Social Studies – Our Communities (Grade 3), Globes, Maps. Websites

Formative Assessments

- Subject projects
- Comparison Writing

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	What is a Globe?	3 days
2	What is a Map?	2 days
3	Latitude and Longitude	2 days
43	The seven continents	3 days
54	Using a compass rose	2 days
65	Map Scale and distance	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.discoverystreaming.com

www.harcourtschool.com/ss1

Unit Overview

Content Area:	SOCIAL STUDIES
Unit Title:	Unit 3 Communities Over Time
Target Course/Grade Level:	3 rd Grade
Unit Summary:	
<p>This unit focuses on the history of the United States and how its communities have changed and stayed the same over time. By studying the history of their own community and country, students will learn how and why people change communities.</p>	
21st century themes:	Think creatively; Work creatively with others, Reason effectively; Solve Problems; Collaborate with Others, Apply Technology Effectively, Interact Effectively with Others, Work Effectively in Diverse Teams

Learning Targets

Standards: 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
CPI#	Cumulative Progress Indicator (CPI)
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 future generations.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.D.1	Determine the impact of European colonization on Native American populations including the Lenni Lanape of New Jersey
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.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.
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How have communities changed and stayed the same over time? • How have people helped in changing communities? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Every community has a <u>n</u> unique history that define cultural background and a place of origin. • <u>Some</u> features of a community change, while others stay the same, over time.
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Unit Learning Targets
Students will...

- Describe how the past, present, and future are all connected.
- Understand how people help communities grow through their inventions.
- Identify how people create change by making sure everyone has the same rights, or freedoms.
- Compare and contrast living habits of Native American tribes.
- Identify and describe European settlements in North America.
- Describe changes that have led to the growth of the United States.
- Compare maps of the United States at two different times in history.

Evidence of Learning
Summative Assessment

Homework, quizzes, tests, writing activities, unit project

Equipment Needed: Computers, ELMO, Projector

Teacher Resources: Text book: Harcourt Social Studies – Our Communities (Grade 3), Harcourt Social Studies leveled-readers, Primary/Secondary Resources, web sites

Formative Assessments

- Pre-Tests
- Oral Presentations
- Note taking
- Entrance/Exit Tickets
- Subject Projects
- Discussions

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
Chapter 5	Communities Through Time	5 Days
	People Bring Changes	6 Days
	Primary and Secondary Sources	2 Days
	Inventions in Communities	8 Days
	Communities Long Ago	3 Days
Chapter 6	The First Communities	5 Days
	Building Communities	5 Days
	Fighting for Freedom	7 Days
	Growth and Change	6 Days

Teacher Notes:
Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.discoverystreaming.com
www.harcourtschool.com/ss1

Unit Overview

Content Area:	Social Studies	
Unit Title:	Unit 4 - Citizens and Government	
Target Course/Grade Level:	Third grade	
Unit Summary:		
<p>This unit focuses on local, state, and national governments and how they are structured. Each type of government is defined by what they do and titles their leaders are. The unit specifically focuses on the three branches of our national government; and basic types, purposes and structures of city and county governments. It explores the features of state government and its leaders and the services that are provided. This unit also focuses on certain symbols, monuments, and memorials of the United States. The unit focuses on the governments of the United States, Canada, Mexico, and Bhutan – describing their differences and similarities.</p>		
21st century themes:	Think creatively; Work creatively with others, Reason effectively; Solve Problems; Collaborate with Others, Apply Technology Effectively, Interact Effectively with Others, Work Effectively in Diverse Teams	
Learning Targets		
<p>Standards 6.1 U.S. History: America In the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p>		
CPI#	Cumulative Progress Indicator (CPI)	
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.4	Explain how the United States government is organized and how the United States Constitution defines and limits 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.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.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.	
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.	
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> • What are our rights? • How does the development of people’s rights function in a democratic society? • How do the three branches of government work? 		<ul style="list-style-type: none"> • The citizens can participate in their government and are empowered to have a say in how a nation is governed. • The functions of the three branches of government and how they work in sustaining accountability and balance to make and maintain fair laws

Unit Learning Targets

Students will...

- Identify and describe the three branches of the national government.
- Explain the basic types, purposes, and structures of city and county governments.
- Describe the features of state government and its leaders.
- Describe the features of national government and its leaders.
- Explain how certain symbols are associated with values of United States history and government
- Identify various monuments and memorials and what they symbolize
- Understand how world governments can be different

Evidence of Learning

Summative Assessment

- Homework
- Quizzes
- Chapter test
- Unit Project

Equipment Needed: Computer, ELMO, Projector, COWS

Teacher Resources: Text book: Harcourt Social Studies – Our Communities (Grade 3), Harcourt Social Studies leveled-readers, web sites

Formative Assessments

- Subject Projects
- Note taking
- Research /Writing

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
Chapter 8	Structure of Government	4 days
	Local Governments	3 days
	State and National Governments	5 days
	Symbols of Our Nation	5 days
	Governments of the World	3 days

Teacher Notes:

Curriculum Development Resources

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