

**Califon Public School
Social Studies Curriculum**



Subject: Social Studies	Grade: 3	Unit #: 1	Pacing: 2 Marking Periods
Unit Title: Characteristics of Communities			

OVERVIEW OF UNIT:

In this unit students will identify and define natural, human, and cultural characteristics of communities.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> Communities are alike and different and are found all over the world. Communities must adapt to the natural features of a location. People form communities to meet certain needs. People have different perspectives based on their beliefs, values, traditions, culture and experiences. 	<ul style="list-style-type: none"> How does where we live affect how we live? Why do people form communities? What are natural, human, and cultural characteristics of communities?
Objectives	
<ul style="list-style-type: none"> Students will be able to identify how where we live affects how we live. Students will identify reasons why people form communities. Students will identify natural, human, and cultural characteristics of communities. 	
Assessment	
Reader's Theatre, Writing a Poem, Create a physical map of your community, Construct a poster of what makes your community special, Design a park, Write a persuasive essay to the Mayor/Governor suggesting improvements to your community/State, Create a pamphlet to highlight ways to use our school or community resources more effectively, Conduct short research projects with a culminating opinion or informative piece of writing, Open-ended questions based upon essential questions, Tests and Quizzes	
Formative Assessment:	

- Discussion
- Quizzes
- Flip books
- Comparing/Contrasting activities
- Map projects

Summative Assessment:

- Research project
- Create a community project
- Sorting activity
- Post-quiz

Benchmark:

- Pre-quiz
- KWL chart

Alternative:

- Performance assessments
- Student interviews

Key Vocabulary

Community, citizen, culture, landform, natural hazard, natural resource, climate, human characteristic

Resources & Materials

www.eduplace.com , Classroom maps and globes, Textbook Chapters 1 & 2; Chapters 7 & 8

Read aloud/independent reading: *Roxaboxen*, *Time for Kids*

Technology resource: Brain Pop Jr.

Technology Infusion**Teacher Technology:**

- Google Classroom
- Google Earth
- Chromebook
- Smart board

Student Technology:

- Google classroom
- Chromebook
- iPad

Activities:

- Students will use Google Earth to identify physical and human features of a community and how those features have changed over time.
- Students will use search engines and Google slides to create a digital culture museum.

Standard	Standard Description
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Interdisciplinary Integration

Activities:

- In a combined science/STEM project, students will research the natural hazards of a location and design and build a model of a home built to withstand those dangers.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.

21st Century Life Skills
--

Activities:

- As students study human features of communities, they will research the jobs and careers associated with those features. They will discuss the importance of different jobs within a community.

Standard	Standard Description
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.

Careers

Activities:

- Students will use Google Earth to observe changes to a community over time. They will note and discuss how the human features of the community impacted the environment, and they will research ways to counteract the negative impact of humans on the environment.

Standard	Standard Description
CRP5	Consider the environmental, social and economic impacts of decisions.

Standards	
Standard #	Standard Description
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.2	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.
6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

Califon Public School
Social Studies Curriculum



Subject: Social Studies	Grade: 3	Unit #: 2	Pacing: 1 Marking Period
Unit Title: How People Affect Communities			

OVERVIEW OF UNIT:

In this unit students will explore how communities grow and change. They will also explore what features make communities unique.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> • Ways people around the world express their culture • How immigrants contribute to a community's culture • How transportation, tourism, trade, and media connect communities around the world • How Native Americans, European explorers, and American settlers shaped communities • Ways in which people and events have changed communities • Ways in which different communities show change over time 	<ul style="list-style-type: none"> • How do people around the world express their culture? • In what ways do immigrants contribute to a community's culture? • How has transportation, tourism, trade, and media connected communities around the world? • How have Native Americans, European explorers, and American settlers shaped communities? (AS) • How have communities changed because of people and events? • What are some ways that communities have changed over time? (AS)
Objectives	
<ul style="list-style-type: none"> • Students will be able to identify ways that people around the world express their culture. • Students will be able to explain how people in the United States express culture through art, stories, music, dance, and religion. • Students will be able to describe how immigrants contribute to a community's culture. • Students will be able to describe how transportation, tourism, trade, and media connect communities around the world. • Students will be able to explain how Native Americans, European explorers, and American settlers shaped communities. • Students will be able to explain why people move to new places and how communities grow and change. • Students will compare communities in the past with communities today. • Students will explain how people and events have changed communities. • Students will be able to compare and contrast different communities to show c 	
Assessment	
Formative Assessment:	

- Create a timeline showing the development of a community.
- Create a pamphlet to highlight a holiday or festival that celebrates the different cultures.
- Reader's Theatre
- "I am" poem

Summative Assessment:

- Tests and Quizzes
- Open-ended questions based upon essential questions
- Conduct short research projects with a culminating opinion or informative piece of writing

Benchmark:

- Pre-quiz
- KWL

Alternative:

- Performance assessments
- Student interviews
- Modified tests/quizzes

Key Vocabulary

- artifact
- citizen
- culture
- ethnic group
- ethnicity
- folktale
- heritage
- tolerance
- boycott
- decade
- expedition
- innovation
- monument
- taxes

Resources & Materials

www.eduplace.com , Classroom maps and globes, Textbook Chapters 3 & 4

Read aloud/independent reading: *Time for Kids*

Technology resource: Brain Pop Jr.

Technology Infusion

Teacher Technology:

- Google Classroom
- Google Earth
- Chromebook
- Smart board

Student Technology:

- Google classroom
- Chromebook
- iPad

Activities:

- Students will watch an introduction video on Brain Pop Jr. and discuss their prior knowledge about the content.

8.1.5.A.1 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Interdisciplinary Integration

Activities:

- Students will create a pamphlet to highlight a holiday or festival that celebrates the different cultures.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml

<ul style="list-style-type: none"> International Literacy Association Read Write Think - http://www.readwritethink.org/ 	
Standard	Standard Description
NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21 st Century Life Skills	
Activities: <ul style="list-style-type: none"> Students will research and discuss various jobs and the skills and qualities needed to do those jobs effectively within the community. 	
Standard	Standard Description
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.

Careers	
Activities: <ul style="list-style-type: none"> Students will discuss how citizens can make decisions to positively impact their community. 	
Standard	Standard Description
CRP1	Act as a responsible and contributing citizen and employee.
CRP5	Consider the environmental, social and economic impacts of decisions.

Standards	
Standard #	Standard Description
6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
6.3.5.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

Califon Public School
Social Studies Curriculum



Subject: Social Studies	Grade: 3	Unit #: 3	Pacing: 1 Marking Period
Unit Title: Economics			

OVERVIEW OF UNIT:

In this unit, students learn the basics of economics through interactive classroom simulations and engaging activities. Students begin by considering personal finances. They will create a simple budget, learn about the importance of savings, and make some tough decisions in the process. They will study the free enterprise system as work in groups to create and sell a real product in this simulation of the free market. Finally, students will experience being both a producer and a consumer by working in groups to create and sell a real product in this simulation of the free market.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> There are various ways of earning, spending, saving, and donating money. The prices of goods and services are affected by supply and demand as well as government regulations. 	<ul style="list-style-type: none"> How do people earn, spend, save, or donate money? How does scarcity impact production, distribution, and consumption of goods and services? How do supply and demand affect the price of goods and services? How do government regulations and taxes impact consumer costs?
Objectives	
<ul style="list-style-type: none"> Students will be able to identify ways of earning, spending, saving, and donating money. Students will create a simple budget that allocates money for spending, saving, and donating. Students will explain how the cost of production and selling affects prices. Students will explain how supply and demand affect the price of a good or service. 	
Assessment	
Formative Assessment: <ul style="list-style-type: none"> Future Self Income/Lifestyle activity 	

- Foldables
- Vocabulary slides
- Sorting activity

Summative Assessment:

- Business report
- Entrepreneur research project

Benchmark:

- KWL/Money Comes, Money Goes page

Alternative:

- Modified projects

Key Vocabulary

needs, wants, supply, demand, consumer, production, business, scarcity

Resources & Materials

Communities, Brain Pop Jr., Teacher Trap

Technology Infusion**Teacher Technology:**

- Google Classroom
- Google Earth
- Chromebook
- Smart board

Student Technology:

- Google classroom
- Chromebook
- iPad

Activities:

- Students will watch a Brain Pop Jr. movie to introduce a topic and discuss the concepts covered.
- Students will use search engines and Google slides to research and present on a famous entrepreneur.

Standard	Standard Description
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Interdisciplinary Integration	
Activities: <ul style="list-style-type: none"> In this integrated math activity, students will work in groups to create and sell a product. They will complete a reflection on their company including their expenses, profits, and pricing decisions. 	
Resources: <ul style="list-style-type: none"> Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html Engineering Go For It! - http://egfi-k12.org/ US Department of Education STEM - http://www.ed.gov/stem Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko PBS STEM - http://www.pbs.org/teachers/stem/#content STEM Works - http://stem-works.com/activities <u>What Every Education Should Know About Using Google</u> by Shell Education Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml International Literacy Association Read Write Think - http://www.readwritethink.org/ 	
Standard	Standard Description
3.NBT A.	Use place value understanding and properties of operations to perform multi-digit arithmetic.

21 st Century Life Skills	
Activities: <ul style="list-style-type: none"> After creating a company and reflecting on their expenses and pricing decisions, students will discuss how they applied their knowledge of mathematics to be successful. 	
Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers

Activities:

- In the cross-curricular activity, students will work in groups to create and sell a product. They will consider the needs of their clients/buyers and develop products to meet these needs.

Standard	Standard Description
CRP6	Demonstrate creativity and innovation.

Standards	
Standard #	Standard Description
6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
6.1.5.EconEM.1	Explain why individuals and businesses specialize and trade.
6.1.5.EconEM.3	Describe how supply and demand influence price and output of products.
6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
6.1.5.EconNM.1	Explain the ways in which the government pays for the goods and services it provides.
6.1.5.EconNM.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.5.EconNM.5	Explain how the availability of private and public goods and services is influenced by the government and the global economy.
6.1.5.EconNM.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.5.EconGE.2	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.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm