

# Gr 3 Social Studies Course Overview

Content Area: **Social Studies**  
Course(s): **SOCIAL STUDIES-3**  
Time Period:  
Length: **N/A**  
Status: **Published**

## **COVER**

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### **EAST BRUNSWICK PUBLIC SCHOOLS**

**East Brunswick New Jersey**

#### **Superintendent of Schools**

Dr. Victor P. Valeski

#### **Social Studies**

#### **Grade 3**

Course Number: 4053

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Course Adoption: 4/21/1986

Curriculum Adoption: 9/10/1992

## **Course Overview**

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Third grade social studies emphasizes civics, important foundations in the study of American government, and the documents upon which our nation is founded. There is also an emphasis on geographic literacy and cultural sensitivity. The textbook provides rich, relevant social studies content with grade appropriate readability and visuals that invite all levels of learners to acquire social studies content and skills. Students meet in this required class for 135 minutes each week.

### **1: Celebrating Freedom**

**Essential Theme:** There are several founding documents that are important to our country and the freedom that we have today as citizens. These documents include the Declaration of Independence, the Constitution and the Bill of Rights.

**Essential Question:** What caused these documents to be written? What kind of country did Americans want?

### **2: Reviewing Geography Skills**

**Essential Theme:** Students will understand that although a map and globe are both models of the Earth, they serve different purposes and are used differently. The students will practice using an atlas and globe to locate the seven continents, four oceans, and several different places on the map.

**Essential Question:** How are a map and globe different? What tools can be used to find different places on a map?

### **3. Life in Communities**

**Essential Theme:** Regardless of where it is around the world, a community is a place where people live, work and play. Our country is made up of many communities, some of which are big and some of which are small. All communities have some things in common, and each one is special in its own way.

**Essential Question:** What are some things you might find in every community? What are the differences between a rural, suburban and urban area? What is your community like?

### **4. Communities and Geography**

**Essential Theme:** Communities are in different places and each has its own land, water, and weather. People use the land, water and other resources found in these communities to live and survive.

**Essential Question:** How does the geography of a community affect the people's lives in that community? What are some ways that people adapt to and modify the physical environment of their communities? What is

a natural resource? What is the difference between a renewable and nonrenewable resource?

## **5. How Government Works**

**Essential Theme:** Although citizens work together to solve problems that may arise, there are also governments that work with citizens to solve problems. There is government at the local, state, and national level and each one does different things. They all work to meet the needs of people.

**Essential Question:** What are some services that each type of government provides? Who are the leaders of government at each level? How do they get their jobs? What are citizens' roles in government?

## **6. Citizens in Action**

**Essential Theme:** Citizens get involved in their communities in many ways to make them better places to live. They vote, obey laws, and even run for office. Some people join groups to help others. Citizens who get involved help make a community a better place by volunteering their time and efforts.

**Essential Question:** Why is it important to vote? What are some things children can do in their communities to make it a better place to live? What are some major nonprofit organizations that help the common good?

## **7. Early Communities in America**

**Essential Theme:** Native Americans have lived in North America since ancient times and formed the first communities in America. About 400 years ago new people came from other lands and built communities in North America. People from Europe came to America to form their own communities, such as Jamestown. This move forever changed the lives of the Native Americans.

**Essential Question:** What are the things that make up a people's culture? How did Native Americans use the natural resources around them? What are some of the struggles that the people of Jamestown faced? How did the settlers in Jamestown overcome the problems they faced?

## **8. People and Culture**

**Essential Theme:** In the United States people of many cultures share music, holidays, stories, and art. Culture is an important part of our lives because it shapes our communities and our countries.

**Essential Question:** What are some cultural activities you enjoy in your community? What is cultural heritage? What is an immigrant? How have immigrants contributed to our country? What are the differences and similarities between heroes, myths, and legends?

## **9. People on the Move**

**Essential Theme:** People often move to new places to search for a better life. In the process, some people start new communities or settle with people who are similar to them. In our country people like Lewis and Clark

and Sacagawea led the way for new communities in the West. Once our country was established people from around the world came to the United States in search of a better life while citizens within our country migrated from one place to another.

**Essential Question:** How did movement west change our country and the lives of American citizens? Why do you think people in the past wanted to move? How are immigration and migration similar and different? What was the Civil War? What happened as a result of the Civil War? What was the transcontinental railroad?

## **10. New Ideas and Changing Communities**

**Essential Theme:** Communities are always changing as new technology and inventions are introduced. In the past 200 years people with new ideas have changed how we build our communities. Other people have worked to make our communities safer places to live, work, and play.

**Essential Question:** What are some inventions that have helped shape communities? How would your life be different today if light bulbs and electricity had not been invented? What are some major advances in health and science that have made us safer? Explain the contributions various inventors from this chapter have contributed to the common good?

## **11. Living and Working**

**Essential Theme:** People in communities work to earn money. They use the money to buy the things that they need and want, such as food, clothes, a house, and recreation. Making good money choices is important for everyone. An economy is the way a country produces and uses its money, goods, natural resources and services. In the United States' economy, people are free to choose what they will produce and consume.

**Essential Question:** Why do people earn money? What is the difference between a producer and a consumer? How does the economy work in our country? What effect do expenses have on profit?

## **Textbooks and other resources**

Students use age-appropriate, leveled texts. They use both fiction and nonfiction works and the textbook *Our Communities*.

## **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.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.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.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.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.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.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.
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.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.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.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.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.
SOC.6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
SOC.6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
SOC.6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
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.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.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.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.14	Trace how the American identity evolved over time.
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.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
SOC.6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
SOC.6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
SOC.6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.

## **Grading and Evaluation Guidelines**

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Students are evaluated throughout each quarter. Oral and written assessments, projects, and class activities are all taken into account when determining the degree to which a student is meeting the the NJ Social Studies curriculum standards. Course content and pedagogy are reviewed by teachers and administrators throughout the year.

## **Other Details**

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