

NCS 3rd grade SOCIAL STUDIES Curriculum - Adopted & Approved October 2017

Pacing Guide (Alternates with Science Instruction)

Dates	Marking Period 1 - Unit 1	Marking Period 2 - Unit 2
BIG IDEAS	<p>Communities/Geography</p> <ul style="list-style-type: none"> ● Communities, Maps & Globes ● 5 themes of geography - location, place, human environment interactions, movement, religions ● Geographic features, map of Earth, countries of North America, states of Southeastern United States and the role of explorers ● Roles of traditions, symbols and values unifying the United States ● Physical features, climate and natural resources of our local community ● Use map, key, scale, symbols, title and compass rose 	<p>History, Government, Politics</p> <ul style="list-style-type: none"> ● Main responsibilities of individuals and departments in a community government, offices of city government, three main levels of government in the United States, basic laws, selected government leaders and level of governments ● Rosa Parks, Cesar Chavez, Ruby Bridges, Lois Marie Gibbs, Judy Heumann, and their contribution to their communities ● Individual responsibility to make a community a better place to live ● Individuals and organizations who contribute to public good ● Four ways people have a voice in their community
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> ● What is a community? ● Where in the world is our community? ● Where in the United States is our community? ● What is the geography of our community? ● How can we see our classroom as a community? ● How do maps and globes give us a better understanding of the world? ● What are natural resources? 	<ul style="list-style-type: none"> ● What laws/rules should govern our class? ● What are the roles of leaders within the community? ● Who works at City Hall? ● How do people improve their communities? ● What are the public services in our community? ● How do we have a voice in our community? ● What are behaviors of a "good" citizen/community member? ● How do laws and rules protect and serve citizens? ● What makes a good rule or law?

NJSL STANDARDS	6.1.4.B.1, 6.1.4.B.2, 6.1.4.B.4 6.1.4.B.5, 6.1.4.B.8, 6.1.4.B.10	6.1.4.A.1, 6.1.4.A.2, 6.1.4.A.3, 6.1.4.A.7 6.1.4.A.8, 6.1.4.A.9, 6.1.4.A.10, 6.1.4.A.11 6.1.4.A.12, 6.1.4.A.13, 6.1.4.A.15 6.3.4.A.1
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Dates	Marking Period 3 - Unit 3	Marking Period 4 - Unit 4
BIG IDEAS	<p>Culture, Immigration</p> <ul style="list-style-type: none"> ● Analyze why and how people immigrate to the United States ● Compare benefits and drawbacks of immigrating to the United States ● Read a map ● Evaluate benefits and costs, including opportunity costs, as a way of making an important decision ● Distinguish between primary and secondary sources 	<p>Technology, Economics</p> <ul style="list-style-type: none"> ● Markets and how supply and demand work together to affect the prices of goods and services ● What happens to prices when supply and demand change ● Global trade and its effect on people and communities around the world
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> ● How did America grow into the country it is today? ● How did people become a part of our country? ● Why did some people choose to move to America? ● How did some Americans serve and shape our country? ● What are various blocks of time? ● What makes our community diverse? ● How are people around the world alike/different? 	<ul style="list-style-type: none"> ● How does our economy work? ● How does global trade affect our community? ● What does our community trade with the world? ● How can we help the global community?

NJSL STANDARDS	6.1.4.A.13, 6.1.4.A.15, 6.1.4.B.5 6.1.4.D.11, 6.1.4.D.15, 6.1.4.D.16 6.1.4.D.17, 6.1.4.D.18, 6.1.4.D.19 6.1.4.D.2, 6.1.4.D.3, 6.1.4.D.5 6.1.4.D.20, 6.3.4.D.1	6.1.4.C.1, 6.1.4.C.2, 6.1.4.C.4, 6.1.4.C.6 6.1.4.C.9, 6.1.4.C.12, 6.3.4.C.1
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