

Curriculum Design	
Content Area: Social Studies	
Course Title: General Social Studies	Grade Level: 3
Unit 1-Dollars and Sense	6 weeks
Unit 2-Smart Solutions	6 weeks
Unit 3-People and Nature	6 weeks
Unit 4-One of a Kind	6 weeks
Unit 5-Cultures	6 weeks
Unit 6-Freedom	6 weeks
Date Revised:	August 2015
Board Approved on:	August 27, 2015

Unit 1 Overview

Content Area: Social Studies
Unit 1 Title: Dollars and Sense
Grade Level: 3
<p>Unit Summary: When is money important, and when does it affect our lives? We need money in order to pay for shelter, food, and other necessary items.</p> <p>Primary interdisciplinary connections: Reading Informational Text; Speaking and Listening; Technology</p> <p>9.1.4.B.1 Differentiate between financial wants and needs. 9.1.4.B.2 Identify age-appropriate financial goals.</p> <p>21st century themes: This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP3. Attend to personal health and financial well-being. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p>

Learning Targets

<p>Standards</p> <p>This unit covers the following standards:</p> <p>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 decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>

<p>Content Statements</p> <ul style="list-style-type: none"> • Everyone is part of a larger neighborhood and community. • American constitutional government is based on principles of limited government, shared authority, fairness, and equality. • Economics is a driving force for the occurrence of various events and phenomena in societies.
--

CPI #	Cumulative Progress Indicator (CPI)
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
6.1.4.A.3	Determine how “fairness”, “equality”, and the “common good” have influenced change at the local and national levels of United States government.
6.1.4.C.3	Explain why incentives vary between and among producers and consumers.

<p>Unit Essential Questions-</p> <ul style="list-style-type: none"> • When would hard work be the way to strike it rich? • How would we get what we need without money? • How can we use money wisely? • How does money work? • How do we learn the value of money? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Becoming wealthy takes a lot of hard work and persistence. • Without money, it is possible to eat and have shelter; local charities help those in need. • We can use money wisely by purchasing only things that are necessary and by saving money. • Money works by using it in exchange for items we want to own. • We learn the value of money by working hard to receive it.
<p>Evidence of Learning</p>	
<p>Summative Assessment End of Year Test Selection Test Benchmark Assessment – My World: We Are Connected Benchmark Assessment Equipment needed: www.pearsonsuccessnet.com Teacher Resources: My World: We Are Connected ©2013 Pearson</p>	
<p>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</p> <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work • Leveled Texts • Flexible grouping • Compacting • Varying question levels 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation • Classroom participation • Unit Benchmark • Baseline Test 	

Unit 2 Overview	
Content Area: Social Studies	
Unit 2 Title: Smart Solutions	
Grade Level: 3	
<p>Unit Summary: What are smart ways that problems are solved? Problems are solved best when working together to come to the best solution.</p> <p>Primary interdisciplinary connections: Reading Informational Text; Speaking and Listening; Technology</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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.</p> <p>21st century themes: This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
Learning Targets	
<p>Standards This unit covers the following standards:</p> <p>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 decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p>Content Statements</p> <ul style="list-style-type: none"> • Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. • Everyone is part of a larger neighborhood and community. • Places are jointly characterized by their physical and human properties. 	
CPI #	Cumulative Progress Indicator (CPI)
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.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
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.

<p>Unit Essential Questions-</p> <ul style="list-style-type: none"> • When is a solution the wrong solution? • How can you get ideas to solve a problem? • When are respect and understanding important in solving a problem? • When you find yourself in a new place, what problems might you meet? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • A solution is the wrong solution when it can hurt someone or something. • The best way to get ideas to solve a problem is to brainstorm ideas. • Respect and understanding are always important when solving a problem. • When in a new place many problems can occur because the place is unfamiliar.
---	--

Evidence of Learning

Summative Assessment
 End of Year Test
 Selection Test
Benchmark Assessment – My World: We Are Connected Benchmark Assessment
Equipment needed: www.pearsonsuccessnet.com
Teacher Resources: My World: We Are Connected ©2013 Pearson

- Modifications: (Special education, ELLs, at-risk students, gifted and talented)**
- Menus
 - Choice Boards
 - Tiered Assignments
 - Partner work
 - Leveled Texts
 - Flexible grouping
 - Compacting
 - Varying question levels

- Formative Assessments**
- Teacher Observation
 - Classroom participation
 - Unit Benchmark
 - Baseline Test

Unit 3 Overview

Content Area: Social Studies

Unit 3 Title: People and Nature

Grade Level: 3

Unit Summary: How are people and nature connected?
 People have enjoyed nature for centuries, we also depend on it. We live in it and explore it.

Primary interdisciplinary connections: Reading Informational Text; Speaking and Listening; Technology

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.

21st century themes: This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards
 This unit covers the following 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 decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Content Statements

- Recognize that people have different perspectives based on their beliefs. Values, traditions, culture, and experiences.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking

- questions, and evaluating alternate solutions.
- Develop strategies to reach consensus and resolve conflict.
 - Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
 - Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.
 - Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.

CPI #	Cumulative Progress Indicator (CPI)				
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.				
6.1.4.B.8	Compare ways people choose to use and divide natural resources.				
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals’ lives.				
<table border="1"> <thead> <tr> <th>Unit Essential Questions</th> <th>Unit Enduring Understandings</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • How do people explain nature in order to understand it? </td> <td> <ul style="list-style-type: none"> • Nature is best explained in simple terms. </td> </tr> </tbody> </table>		Unit Essential Questions	Unit Enduring Understandings	<ul style="list-style-type: none"> • How do people explain nature in order to understand it? 	<ul style="list-style-type: none"> • Nature is best explained in simple terms.
Unit Essential Questions	Unit Enduring Understandings				
<ul style="list-style-type: none"> • How do people explain nature in order to understand it? 	<ul style="list-style-type: none"> • Nature is best explained in simple terms. 				

Evidence of Learning

Summative Assessment
 End of Year Test
 Selection Test
Benchmark Assessment – My World: We Are Connected Benchmark Assessment
Equipment needed: www.pearsonsuccessnet.com
Teacher Resources: My World: We Are Connected ©2013 Pearson

- Modifications: (Special education, ELLs, at-risk students, gifted and talented)**
- Menus
 - Choice Boards
 - Tiered Assignments
 - Partner work
 - Leveled Texts
 - Flexible grouping
 - Compacting
 - Varying question levels

- Formative Assessments**
- Teacher Observation
 - Classroom participation
 - Unit Benchmark
 - Baseline Test

Unit 4 Overview

Content Area: Social Studies

Unit 4 Title: One of a Kind

Grade Level: 3

Unit Summary: What does it mean to be unique?
 Being unique means acting like oneself. We are each different and unique in our own way and should embrace it.

Primary interdisciplinary connections: Reading Informational Text; Speaking and Listening; Technology

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.

21st century themes: This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards

This unit covers the following 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 decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Content Statements

- Recognize that people have different perspectives based on their beliefs. Values, traditions, culture, and experiences.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.

- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- Develop strategies to reach consensus and resolve conflict.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- Citizenship begins with becoming a contributing member of the classroom community.
- Key historical events, documents, and individuals led to the development of our nation.

CPI #	Cumulative Progress Indicator (CPI)
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
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.

Unit Essential Questions-	Unit Enduring Understandings
<ul style="list-style-type: none"> • How can being unique sometimes make a person lonely? • How might it feel to be the first to do something? 	<ul style="list-style-type: none"> • Sometimes being unique makes us stand out and hard for others to understand us. • It would be very exciting to be the first to do something.

Evidence of Learning

Summative Assessment
 End of Year Test
 Selection Test
Benchmark Assessment – My World: We Are Connected Benchmark Assessment
Equipment needed: www.pearsonsuccessnet.com
Teacher Resources: My World: We Are Connected ©2013 Pearson

- Modifications: (Special education, ELLs, at-risk students, gifted and talented)**
- Menus
 - Choice Boards
 - Tiered Assignments
 - Partner work
 - Leveled Texts
 - Flexible grouping
 - Compacting
 - Varying question levels

- Formative Assessments**
- Teacher Observation
 - Baseline Test

Brigantine Public School District

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Classroom participation
- Unit Benchmark

Unit 5 Overview
Content Area: Social Studies
Unit 5 Title: Cultures
Grade Level: 3
<p>Unit Summary: What happens when two ways of life come together? When two ways of life come together compromises need to be made.</p> <p>Primary interdisciplinary connections: Reading Informational Text; Speaking and Listening; Technology</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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.</p> <p>21st century themes: This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Learning Targets
<p>Standards</p> <p>This unit covers the following standards:</p> <p>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 decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
<p>Content Statements</p> <ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs. Values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond.

- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- Develop strategies to reach consensus and resolve conflict.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- Citizenship begins with becoming a contributing member of the classroom community.
- The world is comprised of nations that are similar to and different from the United States.
- In an interconnected world, it's important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.

CPI #	Cumulative Progress Indicator (CPI)
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
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.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.

Unit Essential Questions-	Unit Enduring Understandings
<ul style="list-style-type: none"> • What can happen when someone's clothes are different? • How are communities and families similar around the world? • What is gained and lost in a move from one culture to another? • How can food from different cultures be mixed? • How are families changed by the kind of place they live? 	<ul style="list-style-type: none"> • Sometimes people make fun of others for being different. • Communities and families are similar around the world because they all need to work together to accomplish common goals. • When moving from one culture to another someone might forget traditions they grew up with; however they will gain new ones in the new culture. • Mixing food from different cultures can be an enriching experience. • Families are changed by the kind of place they live in by what it can offer them.

Evidence of Learning

Summative Assessment

End of Year Test

Selection Test

Benchmark Assessment – My World: We Are Connected Benchmark Assessment

Equipment needed: www.pearsonsuccessnet.com

Teacher Resources: My World: We Are Connected ©2013 Pearson

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Compacting
- Varying question levels

Formative Assessments

- Teacher Observation
- Classroom participation
- Unit Benchmark
- Baseline Test

Unit 6 Overview

Content Area: Social Studies

Unit 6 Title: Freedom

Grade Level: 3

Unit Summary: What does it mean to be free?

Being free in this country means we have many rights as citizens.

Primary interdisciplinary connections: Reading Informational Text; Speaking and Listening; Technology

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.

21st century themes: This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards

This unit covers the following 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 decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Content Statements

- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
- The world is comprised of nations that are similar to and different from the United States.

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
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.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

Unit Essential Questions-

- What does the Statue of Liberty mean to Americans?
- When might it be hard to grant freedom?
- Why is freedom of expression important?
- When are you free to follow your dreams?

Unit Enduring Understandings

- The Statue of Liberty means freedom to Americans.
- Under certain circumstances it would be hard to grant freedom.
- Freedom of expression is important so that we can all be unique individuals.
- We are always free to follow our dreams.

Evidence of Learning

Summative Assessment

End of Year Test
 Selection Test

Benchmark Assessment – My World: We Are Connected Benchmark Assessment

Equipment needed: www.pearsonsuccessnet.com

Teacher Resources: My World: We Are Connected ©2013 Pearson

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments

- Partner work
- Leveled Texts
- Flexible grouping
- Compacting
- Varying question levels

Formative Assessments

- Teacher Observation
- Classroom participation
- Unit Benchmark
- Baseline Test