



Lebanon Borough Public
School Social Studies
Curriculum Guide

Grade 3

Approved by the
Lebanon Borough Board of Education
December 10, 2020

**Social Studies Curriculum Guide, Grade 3
Lebanon Borough Public School**

SECTION I

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Introduction

This revised curriculum is aligned to the NJSLS for Social Studies that were adopted by the New Jersey Board of Education in 2016. The document is intended for use by all 3 - 5 teachers of Social Studies employed by the Lebanon Borough Public School.

NJSLS for Social Studies provided by the New Jersey Department of Education.

Social Studies Education in the 21st Century

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and

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global communities.

- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st

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Century Skills.

Revised Standards

The revised social studies standards provide the foundation for creating local curricula and developing meaningful assessments. The revised standards are as follows:

Standard 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.*

Standard 6.2 World History/Global Studies. *All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.*

Standard 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 challenges that are inherent in living in an interconnected world.*

Four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives.

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The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and

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continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Organization of the Standards

The organization and content of the 2016 Social Studies Standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

The Introduction included in this document was provided by the New Jersey Department of Education as part of the 2016 NJSLS, and can be found at the following web address:

<http://www.state.nj.us/education/cccs/standards/6/intro.pdf>

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Statement of Philosophy

The Lebanon Borough School believes in celebrating the rich history of community partnerships created through sharing of services with neighboring school systems in Hunterdon County. This ensures a consistent, high quality instruction for all learners. The social studies curriculum is built upon this belief by incorporating the Grade Level Standards within the components of a balanced science framework. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

The standards below are overarching. While these standards may not appear specifically in any unit, they are the collective goals of all units.

Program Goals

By the end of Grade 3, students will be able to:

- Identify similarities and differences of various communities across the United States
- Notice that geography can influence who lives and works in different communities
- Determine how people in communities earn and use money
- Make comparisons between local and national governments
- Recognize that citizens have rights and responsibilities
- Develop knowledge of American culture, including heroes, heritage, customs, and traditions
- Learn how communities have changed over time
- Understand the concept of citizenship as it applies to the community of Lebanon Borough
- Discover the geography and history of Lebanon Borough

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SECTION II

Grades 3

STANDARD 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.

Strand A: Civics, Government, and Human Rights

Learning Goal NJSL & CPI	Enduring Understandings	Essential Questions
6.1.4.A.1 6.1.4.A.2	Laws are developed by systems of government to protect rights, manage conflict, and create order in a democratic society.	Why do we have rules and laws? What would happen if we did not have rules and laws?
6.1.4.A.3 6.1.4.A.4 6.1.4.A.5	Systems of government are created to balance the rights and responsibilities of citizens.	How are governments created, structured, maintained, and changed?
6.1.4.A.6 6.1.4.A.7 6.1.4.A.8	Each branch of government carries out specific functions to meet the needs of the common good.	What are the roles and responsibilities of citizens and government in a democratic society?
6.1.4.A.9 6.1.4.A.10	Individuals in a democratic society have civic responsibilities and fundamental	How do citizens, civic ideals, and government institutions interact to balance the needs of

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Learning Goal NJSL & CPI	Enduring Understandings	Essential Questions
6.1.4.A.11 6.1.4.A.12 6.1.4.A.13 6.1.4.A.14 6.1.4.A.15 6.1.4.A.16	rights to seek societal change. Nations must work together to solve problems that affect diverse communities in the global society.	individuals and the common good? How can people from different countries with their own customs, laws, and governments work together to find solutions to global problems?

Skills	Key Content
<p>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. (4.A.1)</p> <p>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. (4.A.2)</p> <p>Determine how “fairness,” “equality,” and the “<u>common good</u>” have influenced change at the local and national levels of United States government. (4.A.3)</p>	<p>Rules and laws are developed to protect people’s rights and the security and welfare of society. (4.A.1)</p> <p>The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. (4.A.2)</p> <p>American constitutional government is based on principles of limited government, shared authority, fairness, and equality. (4.A.3)</p>

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Skills	Key Content
<p>Explain how the United States government is organized and how the United States Constitution defines and limits the power of government. (4.A.4)</p> <p>Distinguish the roles and responsibilities of the three branches of the national government. (4.A.5)</p> <p>Explain how national and state governments share power in the federal system of government. (4.A.6)</p> <p>Explain how the United States functions as a <u>representative democracy</u>, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. (4.A.7)</p> <p>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. (4.A.8)</p> <p>Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights. (4.A.9)</p>	<p>There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns. (4.A.4) (4.A.5) (4.A.6)</p> <p>In a representative democracy, individuals elect representatives to act on the behalf of the people. (4.A.7) (4.A.8)</p> <p>The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. (4.A.9)</p>
<p>Describe how the actions of Dr. Martin Luther King, Jr., and other civil</p>	<p>The examination of individual</p>

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Skills	Key Content
<p>rights leaders served as catalysts for social change and inspired social activism in subsequent generations. (4.A.10)</p> <p>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. (4.A.11)</p> <p>Explain the process of creating change at the local, state, or national level. (4.A.12)</p> <p>Describe the process by which immigrants become United States citizens. (4.A.13)</p> <p>Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. (4.A.14)</p> <p>Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (4.A.15)</p> <p>Explore how national and international leaders, businesses, and global</p>	<p>experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. (4.A.10)</p> <p>The United States democratic system requires active participation of its citizens. (4.A.11) (4.A.12)</p> <p>Immigrants can become and obtain the rights of American citizens. (4.A.13)</p> <p>The world is comprised of nations that are similar to and different from the U.S. (4.A.14)</p> <p>In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. (4.A.15)</p>

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Skills	Key Content
organizations promote human rights and provide aid to individuals and nations in need. (4.A.16)	Increased collaboration is needed by individuals, groups, and nations to solve global problems. (4.A.16)

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Strand B: Geography, People, & Environment

Learning Goal NJSL & CPI	Enduring Understandings	Essential Questions
6.1.4.B.1 6.1.4.B.2 6.1.4.B.3 6.1.4.B.4	Geography, climate, and natural resources affect the way people live and work.	How do maps and globes reflect history, politics, and economics? What tools can be used to identify major cities, regions, and geographical features of New Jersey, the United States, and the world?
6.1.4.B.5 6.1.4.B.6	Geography influences needs, culture, opportunities, choices, interests, and skills.	How does geography influence lifestyle and perspectives?
6.1.4.B.7	There is a relationship between the	What effect do people have on their environment?

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Learning Goal NJSL & CPI	Enduring Understandings	Essential Questions
6.1.4.B.8 6.1.4.B.9 6.1.4.B.10	consumption and conservation of natural resources. People are affected by environmental, economic, social, cultural, and civic concerns.	How does location impact the economy and culture of an area?

Skills	Key Content
<p>Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. (4.B.1)</p> <p>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. (4.B.2)</p> <p>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. (4.B.3)</p>	<p>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. (4.B.1) (4.B.2) (4.B.3)</p>

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Skills	Key Content
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. (4.B.4)	Places are jointly characterized by their physical and human properties. (4.B.4)
Describe how human interaction impacts the environment in New Jersey and the United States. (4.B.5)	The physical environment can both accommodate and be endangered by human activities. (4.B.5)
Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism. (4.B.6)	Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. (4.B.6)
Explain why some locations in New Jersey and the United States are more suited for settlement than others. (4.B.7)	Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time. (4.B.7) (4.B.8)
Compare ways people choose to use and divide natural resources. (4.B.8)	
Relate advances in science and technology to environmental concerns, and to actions taken to address them. (4.B.9)	Advancements in science and technology can have unintended consequences that impact individuals and/or societies. (4.B.9)

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Skills	Key Content
Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences. (4.B.10)	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. (4.B.10)

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Strand C: Economics, Innovation, and Technology

Learning Goal NJSLS & CPI	Enduring Understandings	Essential Questions
6.1.4.C.1 6.1.4.C.2	Decisions concerning the allocation and use of economic resources impact individuals and groups.	How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
6.1.4.C.3	Local, national, and international	How do economic needs and wants of individuals

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Learning Goal NJSL & CPI	Enduring Understandings	Essential Questions
6.1.4.C.4 6.1.4.C.5 6.1.4.C.6	relationships are affected by economic transactions.	and groups affect local, national, and global communities?
6.1.4.C.7 6.1.4.C.8 6.1.4.C.9	Economic systems are structured to meet the needs and wants of different societies.	How does the production of goods and the exchange of services influence local, national, and global communities?
6.1.4.C.10 6.1.4.C.11	Financial decisions of individuals can impact society as a whole.	How can the choices we make affect the economy?
6.1.4.C.12 6.1.4.C.13	Contributions of inventors and entrepreneurs influence society and the economy.	How have new innovations and technology influenced local, national, and global communities?
6.1.4.C.14 6.1.4.C.15	Geography, availability of resources, and transportation affect the economy.	How do the land and the availability of resources and transportation affect economic opportunities?
6.1.4.C.16 6.1.4.C.17 6.1.4.C.18	Scientific and technological developments affect people’s lives, the environment, and transform societies.	How have scientific ideas and decisions made in the past influence the present?

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Skills	Key Content
<p>Apply <u>opportunity cost</u> to evaluate individuals' decisions, including ones made in their communities. (4.C.1)</p> <p>Distinguish between needs and wants and explain how <u>scarcity</u> and choice influence decisions made by individuals, communities, and nations. (4.C.2)</p> <p>Explain why <u>incentives</u> vary between and among producers and consumers. (4.C.3)</p> <p>Describe how supply and demand influence price and output of products. (4.C.4)</p> <p>Explain the role of specialization in the production and exchange of goods and services. (4.C.5)</p> <p>Describe the role and relationship among households, businesses, laborers, and governments within the economic system. (4.C.6)</p> <p>Explain how the availability of private and public goods and services is influenced by the global market and government. (4.C.7)</p> <p>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. (4.C.8)</p>	<p>People make decisions based on their needs, wants, and the availability of resources. (4.C.1) (4.C.2)</p> <p>Economics is a driving force for the occurrence of various events and phenomena in societies. (4.C.3) (4.C.4) (4.C.5)</p> <p>Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. (4.C.6) (4.C.7) (4.C.8)</p>

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Skills	Key Content
Compare and contrast how access to and use of resources affects people across the world differently. (4.C.9)	Availability of resources affects economic outcomes. (4.C.9)
Explain the role of money, savings, debt, and investment in individuals' lives. (4.C.10)	Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment. (4.C.10) (4.C.11)
Recognize the importance of setting long-term goals when making financial decisions within the community. (4.C.11)	
Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. (4.C.12)	Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. (4.C.12) (4.C.13)
Determine the qualities of entrepreneurs in a <u>capitalistic</u> society. (4.C.13)	
Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities. (4.C.14)	Economic opportunities in New Jersey and other states are related to the availability of resources and technology. (4.C.14) (4.C.15)
Describe how the development of different transportation systems impacted the economies of New	

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Skills	Key Content
<p>Jersey and the United States. (4.C.15)</p> <p>Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (4.C.16)</p> <p>Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. (4.C.17)</p> <p>Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world. (4.C.18)</p>	<p>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. (4.C.16) (4.C.17) (4.C.18)</p>

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Strand D: History, Culture, and Perspectives

Learning Goal NJSL & CPI	Enduring Understandings	Essential Questions
6.1.4.D.1 6.1.4.D.2 6.1.4.D.3	Many groups and individuals in history have influenced modern life in New Jersey and the United States.	How does the legacy of earlier groups of people, including the Lenni Lenape and immigrants, influence future generations?
6.1.4.D.4 6.1.4.D.5 6.1.4.D.6 6.1.4.D.7 6.1.4.D.8 6.1.4.D.9	Events and actions of the past impact the present and the future.	What historical events, documents, and figures have helped shape the culture of New Jersey and the United States?
6.1.4.D.10	Culture affects one’s individual identity and belief system.	Why is it important to learn about diverse cultures and respect the differences of others?
6.1.4.D.11 6.1.4.D.12 6.1.4.D.13 6.1.4.D.14 6.1.4.D.15	Different perspectives affect the interpretation of historical events and current issues.	How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
6.1.4.D.16 6.1.4.D.17	Looking at multiple viewpoints can alter beliefs and open up avenues to create	How can the study of multiple perspectives, belief systems, and cultures provide a context for

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Learning Goal NJSLS & CPI	Enduring Understandings	Essential Questions
6.1.4.D.18 6.1.4.D.19 6.1.4.D.20	change.	understanding and challenging public actions and decisions in a diverse and interdependent world?

Skills	Key Content
<p>Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. (4.D.1)</p> <p>Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. (4.D.2)</p> <p>Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today. (4.D.3)</p> <p>Explain how key events led to the creation of the United States and the state of New Jersey. (4.D.4)</p> <p>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. (4.D.5)</p> <p>Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and</p>	<p>Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. (4.D.1) (4.D.2) (4.D.3)</p> <p>Key historical events, documents, and individuals led to the development of our nation. (4.D.4) (4.D.5) (4.D.6) (4.D.7) (4.D.8) (4.D.9)</p>

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Skills	Key Content
<p>Benjamin Franklin toward the development of the United States government. (4.D.6)</p> <p>Explain the role Governor William Livingston played in the development of New Jersey government. (4.D.7)</p> <p>Determine the significance of New Jersey’s role in the American Revolution. (4.D.8)</p> <p>Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. (4.D.9)</p> <p>Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. (4.D.10)</p> <p>Determine how local and state communities have changed over time, and explain the reasons for changes. (4.D.11)</p> <p>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. (4.D.12)</p> <p>Describe how culture is expressed through and influenced by</p>	<p>Personal, family, and community history is a source of information for individuals about the people and places around them. (4.D.10) (4.D.11)</p> <p>The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. (4.D.12)</p> <p>Cultures include traditions, popular beliefs, and</p>

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Skills	Key Content
the behavior of people. (4.D.13)	commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. (4.D.13)
Trace how the American identity evolved over time. (4.D.14)	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. (4.D.14)
Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. (4.D.15)	Cultures struggle to maintain traditions in a changing society. (4.D.15)
Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. (4.D.16)	Prejudice and discrimination can be obstacles to understanding other cultures. (4.D.16)
Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. (4.D.17)	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. (4.D.17)
Explain how an individual's beliefs, values, and traditions may reflect more than one culture. (4.D.18)	The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. (4.D.18)

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Skills	Key Content
Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. (4.D.19) Describe why it is important to understand the perspectives of other cultures in an interconnected world. (4.D.20)	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. (4.D.19) (4.D.20)

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STANDARD 6.2 World History/Global Studies. All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

***Please Note:** While end of grade expectations for Standard 6.2 are not included as a standard of measure by the end of Grade 3 or Grade 4, the content is addressed and the standard included to support topics such as diversity, cultures, traditions, and building community, as well as in the discovery of a historical perspective of elements of US History.*

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STANDARD 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.

Learning Goal NJSLS & CPI	Enduring Understandings	Essential Questions
6.3.4.A.1 6.3.4.A.2 6.3.4.A.3 6.3.4.A.4	In a democratic society, citizens and government institutions have certain roles and responsibilities.	How do citizens and government institutions work collaboratively to address the needs of individuals and society as a whole?
6.3.4.B.1	Citizens have individual responsibilities to care for the environment and protect it for future generations.	How can citizens take an active role in protecting the environment?
6.3.4.C.1	Individuals make economic decisions that influence society.	How can individuals apply economic reasoning to make difficult choices about societal issues?
6.3.4.D.1	People can recognize the contributions of diverse cultures and appreciate how different perspectives influence society.	How can the study of diverse cultures and multiple perspectives impact actions of individuals and society?

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Skills	Key Content
Evaluate what makes a good rule or law. (4.A.1)	<p>Active citizens in the 21st century:</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. <p>Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. (4.B.1)</p> <p>Develop strategies to reach consensus and resolve conflict. (4.C.1)</p> <p>Demonstrate understanding of the need for fairness and take appropriate action against unfairness. (4.D.1)</p>
Contact local officials and community members to acquire information and/or discuss local issues. (4.A.2)	
Select a local issue and develop a group action plan to inform school and/or community members about the issue. (4.A.3)	
Communicate with students from various countries about common issues of public concern and possible solutions. (4.A.4)	
Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions. (4.B.1)	
Develop and implement a group initiative that addresses an economic issue impacting children. (4.C.1)	
Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. (4.D.1)	

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Grade 3

Assessment	Rubric	Key Criteria for Differentiation
<p>Performance Questions Map Assessments Writing Activities Oral Presentations Tests and/or Quizzes Projects Research Reports Exit Slips</p>	<p>Rubric http://rubistar.4teachers.org https://www.rcampus.com/index_rubric.cfm http://www.rubrics4teachers.com http://www.technology.com/web_tools/rubrics</p>	<p>Key Criteria for Differentiation Tiered Instruction Graphic Organizers Reading Responses Project-Based Learning Tic-Tac-Toe and Choice Boards R.A.F.T. Audio Books (<i>Harcourt CD, etc.</i>) Visual Media (<i>Virtual Field Trips, etc.</i>)</p>
<p>Resources <u>Harcourt Horizons: People and Communities</u>, Book and Audio CD <u>Lebanon Borough....My Hometown</u>, <i>An Integrated Third Grade Social Studies Text and Activities</i> <i>Amistad Curriculum</i> http://www.njamistadcurriculum.com/ <i>Caring Makes a Difference: Grades K-4</i> <i>Holocaust Curriculum</i> (3rd Grade begins on page 30) http://www.state.nj.us/education/holocaust/curriculum/ <i>9/11 Curriculum</i>(begins on page E-1) https://sites.google.com/site/the4actioninitiative/</p>	<p>Instructional Strategies/Best Practices Participation and Discussion Cooperative Groups Integrated Technology</p>	<p>Enrichment Extension Menus Internet Scavenger Hunts Current Events Activities “Lebanon Borough, My Hometown” Bus Tour</p> <p>*See a list of websites and additional resources for enrichment in Section IV.</p>

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Learning Goal NJSL & CPI	Enduring Understandings	Essential Questions
6.1.8.C.1.b	of new travel routes and increased the role of trade.	Hemisphere?
6.1.8.D.1.a	Native Americans in different geographic areas varied in customs and culture.	What are the similarities and differences of the regional Native American groups?
6.1.8.D.1.b 6.1.8.D.1.c	Native Americans helped the colonists establish survival skills in their new environment.	How did the encounter between Native Americans and Europeans shape early colonization?

Skills	Key Content
<p>Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. 6.1.8.A.1.a</p> <p>Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. 6.1.8.B.1.a</p> <p>Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes. 6.1.8.B.1.b</p>	<p>Three Worlds Meet</p> <p>Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.</p> <p>European exploration expanded global economic and cultural exchange into the Western Hemisphere.</p>

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Skills	Key Content
<p>Evaluate the impact of science, religion, and technology innovations on European exploration. 6.1.8.C.1.a</p> <p>Explain why individuals and societies trade, how trade functions, and the role of trade during this period. 6.1.8.C.1.b</p> <p>Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. 6.1.8.D.1.a</p> <p>Explain how interactions among African, European, and Native American groups began a cultural transformation. 6.1.8.D.1.b</p> <p>Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives. 6.1.8.D.1.c</p>	

Era: Colonization and Settlement (1585-1763)

Learning Goal NJSL & CPI	Enduring Understandings	Essential Questions
<p>6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.2.c</p>	<p>Settlers, Native Americans, slaves, and indentured servants had different viewpoints regarding colonization.</p>	<p>What were the various viewpoints about colonization?</p>

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Learning Goal NJSL & CPI	Enduring Understandings	Essential Questions
6.1.8.B.2.a 6.1.8.B.2.b	Physical features and climate influence settlement, land use, and economy.	How did geography affect settlement?
6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c	The British, Dutch, Spanish, French, and Swedes set up colonies in different areas with different belief systems and forms of government.	What were the issues that caused conflict in colonial America?
6.1.8.D.2.a 6.1.8.D.2.b	There were many conflicts among Native Americans, colonists, the British, and the French.	What are the differences among the colonists from various European countries?

Skills	Key Content
<p>Determine the roles of religious freedom and participatory government in various North American colonies. 6.1.8.A.2.a</p> <p>Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions. 6.1.8.A.2.b</p>	<p>2. Colonization and Settlement</p> <p>The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.</p> <p>The slave labor system and the loss of Native American</p>

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Skills	Key Content
<p>Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times. 6.1.8.A.2.c</p> <p>Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies. 6.1.8.B.2.a</p> <p>Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.6.1.8.B.2.b</p> <p>Relate slavery and indentured servitude to Colonial labor systems. 6.1.8.C.2.a</p> <p>Explain the system of mercantilism and its impact on the economies of the colonies and European countries. 6.1.8.C.2.b</p> <p>Analyze the impact of triangular trade on multiple nations and groups. 6.1.8.C.2.c</p> <p>Analyze the power struggle among European countries,</p>	<p>lives had a lasting impact on the development of the United States and American culture.</p>

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Skills	Key Content
<p>and determine its impact on people living in Europe and the Americas.6.1.8.D.2.a</p> <p>Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. 6.1.8.D.2.b</p>	

Era: Revolution and the New Nation (1754-1820s)

Learning Goal NJSLs & CPI	Enduring Understandings	Essential Questions
6.1.8.A.3.a 6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g	The Declaration of Independence, the Constitution, and other key documents serve as the foundation of the United States government today.	What were the founding documents of the United States government?
6.1.8.B.3.a	Wars between England and France caused difficulties for colonists.	How did the wars between England and France cause trouble for the colonists?
6.1.8.B.3.b 6.1.8.B.3.c	New Jersey was the crossroads of the American Revolution.	Why was New Jersey’s location so important during the Revolutionary War?

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Learning Goal NJSL & CPI	Enduring Understandings	Essential Questions
6.1.8.B.3.d 6.1.8.C.3.a 6.1.8.C.3.b 6.1.8.C.3.c 6.1.8.D.3.a 6.1.8.D.3.b 6.1.8.D.3.c 6.1.8.D.3.d 6.1.8.D.3.e 6.1.8.D.3.f 6.1.8.D.3.g	Taxes and government regulations can affect economic opportunities. The American Revolution had many causes and consequences.	How do government regulations influence the economy? What were the causes of the American Revolution? What were some of the results of the American Revolution?

Skills	Key Content
Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period. 6.1.8.A.3.a Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of	Revolution and the New Nation Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States

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Skills	Key Content
<p>law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.6.1.8.A.3.b</p> <p>Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.6.1.8.A.3.c</p> <p>Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.6.1.8.A.3.d</p> <p>Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.6.1.8.A.3.e</p> <p>Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.6.1.8.A.3.f</p> <p>Evaluate the impact of the Constitution and Bill of Rights on current day issues.6.1.8.A.3.g</p> <p>Assess how conflicts and alliances among European countries and Native American groups impacted the</p>	<p>Constitution serve as the foundation of the United States government today.</p>

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Skills	Key Content
<p>expansion of the American colonies. 6.1.8.B.3.a</p> <p>Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.6.1.8.B.3.b</p> <p>Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War. 6.1.8.B.3.c</p> <p>Explain why New Jersey’s location played an integral role in the American Revolution. 6.1.8.B.3.d</p> <p>Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.6.1.8.C.3.a</p> <p>Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.6.1.8.C.3.b</p> <p>Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</p>	

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Skills	Key Content
<p>6.1.8.C.3.c</p> <p>Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.6.1.8.D.3.a</p> <p>Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. 6.1.8.D.3.b</p> <p>Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.6.1.8.D.3.c</p> <p>Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.6.1.8.D.3.d</p> <p>Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how</p>	

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Skills	Key Content
<p>these groups were impacted by the war. 6.1.8.D.3.e</p> <p>Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.6.1.8.D.3.f</p> <p>Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.6.1.8.D.3.g</p>	

Era: Expansion and Reform (1801-1861)

Learning Goal NJSLs & CPI	Enduring Understandings	Essential Questions
6.1.8.A.4.a	Westward Expansion was a result of economics.	How did cheap land encourage Westward migration?
6.1.8.A.4.b	Manifest Destiny was the belief that America should grow from the Atlantic to the Pacific.	How were the beliefs of Manifest Destiny achieved by war, purchase, and annexation?
6.1.8.A.4.c		
6.1.8.B.4.a	The Louisiana Purchase was acquired from France and expanded the United States to the Rocky Mountains.	What was the value of the Louisiana Purchase?
6.1.8.B.4.b		

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Learning Goal NJSLS & CPI	Enduring Understandings	Essential Questions
<p>6.1.8.C.4.a 6.1.8.C.4.b 6.1.8.C.4.c 6.1.8.D.4.a 6.1.8.D.4.b 6.1.8.D.4.c</p>	<p>Lewis and Clark led the exploration of the new lands.</p> <p>New inventions and modes of transportation significantly improved communication, travel, and movement of goods.</p> <p>The invention of the cotton gin influenced the growth of slavery.</p> <p>Industrial growth, increased immigration, and the expansion of slavery intensified regional tensions.</p>	<p>What did the Lewis and Clark expedition reveal?</p> <p>How did canals, railroads, telegraphs, and other inventions impact society?</p> <p>Why did the plantation system rely on slave labor?</p> <p>What issues began to cause tension between the North and the South?</p>

Skills	Key Content
<p>Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements. 6.1.8.A.4.a</p> <p>Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.6.1.8.A.4.b</p>	<p>Expansion and Reform</p> <p>Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</p>

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Skills	Key Content
<p>Assess the extent to which voting rights were expanded during the Jacksonian period.6.1.8.A.4.c</p> <p>Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.6.1.8.B.4.a</p> <p>Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.6.1.8.B.4.b</p> <p>Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation. 6.1.8.C.4.a</p> <p>Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.6.1.8.C.4.b</p> <p>Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.6.1.8.C.4.c</p> <p>Analyze the push-pull factors that led to increases in</p>	

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Skills	Key Content
<p>immigration, and explain why ethnic and cultural conflicts resulted.6.1.8.D.4.a</p> <p>Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period. 6.1.8.D.4.b</p> <p>Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.6.1.8.D.4.c</p>	

Era: Civil War and Reconstruction (1850-1877)

Learning Goal NJSLs & CPI	Enduring Understandings	Essential Questions
<p>6.1.8.A.5.a 6.1.8.A.5.b</p>	<p>The Emancipation Proclamation freed slaves in the Southern states that were still at war.</p>	<p>What did the Emancipation Proclamation do?</p>
<p>6.1.8.B.5.a</p>	<p>New Jersey played an important role in the Underground Railroad.</p>	<p>How did the Underground Railroad function?</p>
<p>6.1.8.C.5.a 6.1.8.D.5.a</p>	<p>Conflict grew between Northern abolitionists and Southern supporters of slavery.</p>	<p>How did the differences in economy and beliefs about slavery cause conflict between the North and the South?</p>

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Learning Goal NJSLs & CPI	Enduring Understandings	Essential Questions
6.1.8.D.5.b	There were many causes for the Civil War.	Why was the nation divided?
6.1.8.D.5.c	Women and African Americans were part of the war effort on both sides.	What roles did women and African Americans play in the Civil War?
6.1.8.D.5.d	The Reconstruction had a lasting impact on the development of the United States.	How did the Reconstruction impact American society?

Skills	Key Content
<p>Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.6.1.8.A.5.a</p> <p>Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.6.1.8.A.5.b</p> <p>Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.6.1.8.B.5.a</p> <p>Assess the human and material costs of the Civil War in the North and South.6.1.8.C.5.a</p>	<p>5. Civil War and Reconstruction</p> <p>The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</p> <p>The Civil War and Reconstruction had a lasting impact on the development of the United States.</p>

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Skills	Key Content
<p>Analyze the economic impact of Reconstruction on the South from different perspectives.6.1.8.C.5.b</p> <p>Prioritize the causes and events that led to the Civil War from different perspectives.6.1.8.D.5.a</p> <p>Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war. 6.1.8.D.5.b</p> <p>Examine the roles of women, African Americans, and Native Americans in the Civil War. 6.1.8.D.5.c</p> <p>Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.6.1.8.D.5.d</p>	

6.1 World History/Global Studies. All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

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***Please Note:** The content included in Standard 6.2 is to be addressed by the end of 8th Grade. While this content is not included as a standard of measure by the end of Grade 5, the general concepts are addressed. The standard included to support topics such as diversity, cultures, traditions, and building community, as well as in the discovery of a historical perspective of elements of American History.*

6.2 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.

Learning Goal NJSLS & CPI	Enduring Understandings	Essential Questions
6.3.8.A.1 6.3.8.A.2 6.3.8.A.3 6.3.8.B.1	Citizen participation can impact communities.	How can citizens effectively participate in the government process?
6.3.8.C.1 6.3.8.D.1	Citizens in a democratic society have rights and responsibilities.	What are the rights and responsibilities of citizens?

Skills	Key Content
Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.A.1	Active citizens in the 21st century: <ul style="list-style-type: none"> • Recognize the causes and effects of prejudice on individuals, groups, and society. • Recognize the value of cultural diversity, as well as

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Skills	Key Content
<p>Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature). 6.3.8.A.2</p> <p>Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education. 6.3.8.A.3</p> <p>Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action. 6.3.8.B.1</p> <p>Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities. 6.3.8.C.1</p> <p>Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. 6.3.8.D.1</p>	<p>the potential for misunderstanding.</p> <ul style="list-style-type: none"> • Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. • Listens open-mindedly to views contrary to their own. • Collaboratively develop and practice strategies for managing and resolving conflict. • Demonstrate understanding of democratic values and processes. • Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. • Challenge unfair viewpoints and behavior by taking action. • Make informed and reasoned decisions. • Accept decisions that are made for the common good.

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List of Thematic Units

SECTION IError! Bookmark not defined.

- Classroom Citizenship
- Communities in the United States
- People and Jobs in Different Communities
- Local Governments
- The National Government
- Rights and Responsibilities of American Citizens
- Geography and Environments of Communities
- American Culture, including American Heroes, Heritage, Customs, and Traditions
- Communities over Time
- Geography of Lebanon Borough
- History of Lebanon Borough, including famous personalities such as Yogi Berra, Larry Doby, and Buzz Aldrin
- Lebanon Borough Today

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Content Scope and Sequence
Grade Three Specific

The Lebanon Borough Social Studies Curriculum in elementary school embodies the structures that establish and foster democratic principles of citizenship. The goal of the curriculum is to build a base of knowledge, establishing the foundation for these principles. The spiraling of knowledge depends on this solid foundation. The teacher should provide activities where a student of any ability has the opportunity to extend and expand knowledge.

The focus of the third grade curriculum is to develop concepts related to community. Students will develop an understanding of Lebanon Borough and its people as well as different communities across the United States.

By using the NJSLS standards and strands as a guide, teachers should try to present a broad overview of the concepts early on in the year. The key components of the four strands are:

- Civics, Government, and Human Rights
- Geography, People, and the Environment
- Economics, Innovation, and Technology
- History, Culture, and Perspectives

The standards are embedded into the textbook, Harcourt Horizons: People and Community. Additionally, these concepts are addressed in the state-mandated Amistad, Holocaust, and 9/11 curricula which should be integrated throughout the year. Initiatives on character education and bullying should be incorporated with studies of citizenship. Cross-curricular concepts from all other subject areas should also be included in the Social Studies curriculum through differentiation and activities.

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Teachers should teach concepts identified for the grade level in order to promote consistency throughout the district. The classroom teacher is encouraged to use flexibility and initiative in planning an integrated, developmentally-appropriate curriculum, providing students access to diverse perspectives. The teacher has the latitude to determine the sequence for teaching the curriculum. The teacher is encouraged to develop cooperative, performance-based projects to build a basic understanding of content and reach across the disciplines. Concepts overlap from third to fifth grade and are studied more in-depth in middle school. The elementary school teacher needs to develop a basic understanding for the spiral of learning. The concepts for the year are:

Concepts of Community

- Citizenship in school
- Where people live and work as citizens
- Past and present communities through history, including basic Native American community styles
- Formation of communities through immigration connecting United States and the World
- Development of economics through inventions and geographical features

Lebanon Borough as a Community

- Past and present history, including Native Americans of Lebanon Borough
- Geographical connections of Lebanon Borough
- Citizenry of the community, including ethnic diversity and famous people
- Development of government and economic base

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Grade 3 Pacing Guide

Month	NJSLS	Enduring Understandings/ Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
September •Classroom Citizenship, including bullying and character education •Diversity in Communities •Civics, Government, and Human Rights •Seasonal and Heritage Month Celebrations	6.1.4.A.1 6.1.4.A.2 6.1.4.A.9 6.1.4.A.11 6.3.4.A.1 6.3.4.D.1	<p>Laws are developed by systems of government to protect rights, manage conflict, and create order in a democratic society.</p> <p>Individuals in a democratic society have civic responsibilities and fundamental rights to seek societal change.</p> <p>In a democratic society, citizens and government institutions have certain roles and responsibilities.</p> <p>People can recognize the contributions of diverse cultures and appreciate how different perspectives influence society.</p>	<p>SWBAT: Recognize how rules and laws protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>Understand the importance of citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>Evaluate what makes a good rule or law.</p> <p>Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<p>Brainstorm ways to be a good citizen in the classroom, the school, the Lebanon Borough community, and the nation.</p> <p>Have a discussion about respect, bullying, fair versus unfair, and other concepts of character education.</p> <p>Design posters that show traits of good character and classroom citizenship.</p> <p>Create a list of classroom rules that reflect rights and responsibilities.</p>	<p><u>Harcourt Horizons: People and Communities</u>, Chapter 1, <i>Communities Are People</i>, audio CD, & Harcourt website, www.harcourtschool.com/menu/auto/20/211.html</p> <p>Brain Pop: Bullying http://www.brainpop.com/socialstudies/</p> <p>Amistad Curriculum www.njamistadcurriculum.com/</p> <p>Caring Makes a Difference: Holocaust Curriculum, Grade 3 begins on page 30 www.state.nj.us/education/holocaust/curriculum/</p> <p>9/11 Curriculum, page E-1 https://sites.google.com/site/the4actioninitiative/</p> <p><i>*Additional websites are listed in Section IV.</i></p>	<p>-Teacher observations during discussions</p> <p>-Writing activities about rules, laws, and citizenship</p> <p>-Posters demonstrating classroom citizenship and character education</p> <p>-Compilation of classroom rules and responsibilities</p>

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Month	NJSLS	Enduring Understandings/ Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
October •Life in Communities •Geography, Environment, and People in Different Communities •Map Skills • Seasonal and Heritage Month Celebrations	6.1.4.B.2 6.1.4.B.3 6.1.4.B.4 6.1.4.B.7 6.1.4.B.8	<p>Geography, climate, and natural resources affect the way people live and work.</p> <p>Maps and globes reflect history, politics, and economics.</p> <p>Physical and political maps are used to show major cities, regions, and geographical features of New Jersey, the United States, and the world.</p> <p>There is a relationship between the consumption and conservation of natural resources.</p> <p>The environment is affected by the way people use the land and natural resources.</p>	<p>SWBAT: Understand the difference between physical and political maps and use them to locate continents, countries, cities and states, and major landforms.</p> <p>Become familiar with using map tools, including a compass rose, symbols on a map key, and a map scale.</p> <p>Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work.</p> <p>Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>Compare ways people choose to use and divide natural resources.</p>	<p>Design your own community and draw a map showing homes, parks, and businesses. Include a map key and a compass rose.</p> <p>Make a postcard of a place in Lebanon Borough, such as a museum or park, where a family would go to have fun. Include a picture of the place and a description.</p> <p>Create a booklet that highlights different service workers in communities.</p> <p>Find lessons and activities to acknowledge seasonal events, heritage months, and special celebrations on the Education World site: www.educationworld.com/</p>	<p><u>Harcourt Horizons: People and Communities</u>, Chapter 2, <i>Communities are Places</i>, audio CD, & Harcourt website, http://www.harcourtschool.com/menus/auto/20/211.html</p> <p>Atlases and Globes</p> <p>Map of the Lebanon Borough Community, www.LebanonBoroughnjusa.org/dm/documents/street_map.pdf</p> <p>Brain Pop: Geography http://www.brainpop.com/socialstudies/</p> <p>Google Earth http://www.google.com/earth/index.html</p> <p>Google Maps https://maps.google.com/</p> <p><i>*Additional websites are listed in Section IV.</i></p>	<p>-Questions and performance activities from Chapter 1 in <u>Harcourt Horizons</u></p> <p>-Teacher observations during map and geography discussions and activities</p> <p>-Test or quiz about life in communities</p> <p>-Accuracy of community maps</p> <p>-Rubrics and checklists for Lebanon Borough postcards and/or booklet of service workers</p> <p>-Exit slips</p>

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Month	NJSLS	Enduring Understandings/ Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
<p>November</p> <ul style="list-style-type: none"> •Government in Local Communities •Community Leaders, Laws, and Services •Economy, Innovations, and Technology •Branches and Levels of Government •Our Nation’s Government • Seasonal and Heritage Month Celebrations 	<p>6.1.4.A.3 6.1.4.A.4 6.1.4.A.5 6.1.4.A.6 6.1.4.A.7 6.1.4.C.6 6.1.4.C.9 6.1.4.C.15</p>	<p>Systems of government are created to balance the rights and responsibilities of citizens.</p> <p>Each branch of government carries out specific functions to meet the needs of the common good.</p> <p>Economic systems are structured to meet the needs and wants of different societies.</p> <p>Financial decisions of individuals can impact society as a whole.</p> <p>Geography, availability of resources, and transportation affect the economy.</p>	<p>SWBAT: Distinguish the roles of elected representatives and the responsibilities of the three branches of the government.</p> <p>Explain how national and state governments share power in the federal system of government and how the United States Constitution defines and limits the power of government.</p> <p>Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>Compare how access to and use of resources affects people across the world differently.</p> <p>Describe how the development of different transportation systems impacted the economy.</p>	<p>Create a poster to promote voting in Lebanon Borough.</p> <p>Hold a class election.</p> <p>Find a community issue or feature in the <u>Lebanon Borough Times</u>.</p> <p>Discuss viewpoints and write an editorial about the topic to share with the class.</p> <p>Write questions that you would like to ask a community leader. Conduct a mock interview with a partner.</p> <p>Find lessons and activities to acknowledge seasonal events, heritage months, and special celebrations on the Education World site: www.educationworld.com.</p>	<p><u>Harcourt Horizons: People and Communities, Unit 2, Citizenship and Government</u>, audio CD, & Harcourt website, www.harcourtschool.com/menus/auto/20/211.html</p> <p><i>Scholastic News</i> http://magazines.scholastic.com/election-2012</p> <p><i>Brain Pop-Voting</i> http://www.brainpop.com/socialstudies/</p> <p><i>Amistad Curriculum</i> www.njamistadcurriculum.com/</p> <p><i>Caring Makes a Difference: Holocaust Curriculum, Grade 3 begins on page 30</i> www.state.nj.us/education/holocaust/curriculum/</p> <p><i>9/11 Curriculum, page E-1</i> https://sites.google.com/site/the4actioninitiative/</p> <p><i>*Additional websites are listed in Section IV.</i></p>	<p>-Evaluation of voting poster</p> <p>Teacher observations during discussions and activities</p> <p>-Rubric or checklist for editorials and mock interview</p> <p>-Test or quiz</p> <p>-Performance questions from Unit 2 in <u>Harcourt Horizons</u></p> <p>-Exit slips</p>

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Month	NJSLS	Enduring Understandings/ Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
December •Geography of Different Communities •Physical Features •Human Features • Seasonal and Heritage Month Celebrations	6.1.4.B.6 6.1.4.B.10 6.1.4.D.4 6.1.4.D.5 6.1.4.D.8 6.1.4.D.9	<p>Geography influences needs, culture, opportunities, choices, interests, and skills.</p> <p>Location impacts the economy and culture of an area.</p> <p>People are affected by environmental, economic, social, cultural, and civic concerns.</p> <p>Events and actions of the past impact the present and the future.</p> <p>Many historical events, documents, and figures have helped shape the culture of New Jersey and the United States.</p> <p>It is important to learn about diverse cultures and respect the differences of others.</p>	<p>SWBAT: Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</p> <p>Explain how maps and demographic tools can be used to understand tangible and intangible cultural differences.</p> <p>Explain how key events led to the creation of the United States.</p> <p>Recognize key historical documents, such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.</p> <p>Determine the significance of New Jersey’s role in the American Revolution.</p>	<p>Make a Venn Diagram to compare and contrast the geography and climate of Lebanon Borough with another community.</p> <p>Discuss physical and human features found in town. Write a paragraph describing a favorite place in Lebanon Borough and illustrate it.</p> <p>Draw a map of the school playground or a town park. Label physical and human features.</p> <p>Find lessons and activities to acknowledge seasonal events, heritage months, and special celebrations on the Education World site: www.educationworld.com/</p>	<p><u>Harcourt Horizons: People and Communities</u>, Unit 3, <i>Communities are Everywhere</i>, audio CD, & Harcourt website, www.harcourtschool.com/menus/auto/20/211.html</p> <p><i>Discovery Education</i> www.discoveryeducation.com/search/page/k-5/social-studies/-/-/index.cfm</p> <p><i>Brain Pop: Winter Holidays</i>, www.brainpop.com/socialstudies</p> <p><i>Amistad Curriculum</i> www.njamistadcurriculum.com/</p> <p><i>Caring Makes a Difference: Holocaust Curriculum, Grade 3 begins on page 30</i> www.state.nj.us/education/holocaust/curriculum/</p> <p><i>9/11 Curriculum, page E-1</i> https://sites.google.com/site/the4actioninitiative/</p> <p><i>*Additional websites are listed in Section IV.</i></p>	<p>-Checklist for Venn Diagram</p> <p>-Rubric for writing activity about a place in Lebanon Borough</p> <p>-Teacher observations during discussions and activities</p> <p>-Evaluation of playground or park map</p> <p>-Test or quiz</p> <p>-Performance questions from Unit 3 in <u>Harcourt Horizons</u></p> <p>-Exit slips</p>

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Month	NJSLS	Enduring Understandings/ Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
January •Lebanon Borough in Ancient Times •Land and Geography •Native Americans •Early Communities	6.1.4.B.5 6.1.4.B.7 6.1.4.C.16 6.1.4.D.1 6.1.4.D.2 6.1.4.D.10	<p>Geography influences needs, culture, opportunities, choices, interests, and skills.</p> <p>There is a relationship between the consumption and conservation of natural resources.</p> <p>Ideas and decisions made in the past influence the present.</p> <p>Many groups and individuals in history have influenced modern life in New Jersey and the United States.</p> <p>Culture affects one’s individual identity and belief system.</p>	<p>SWBAT: Describe how humans have changed the land over time.</p> <p>Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>Determine the impact of European colonization on Native American populations, including the Leni Lenape of New Jersey.</p> <p>Describe how the influence of Native American groups appeared in different regions of New Jersey.</p>	<p>Sketch the land as it was in prehistoric times. Compare it to the land today.</p> <p>Visit the Lebanon Borough Art Museum to see the Native American art exhibit. Create your own pieces of Native American art.</p> <p>Make a 3-D replica of early housing used by Native Americans or by Dutch or English settlers.</p> <p>Find lessons and activities to acknowledge seasonal events, heritage months, and special celebrations on the Education World site: www.educationworld.com/holidays/.</p>	<p><u>Lebanon Borough...My Home Town, An Integrated Third Grade Social Studies Text and Activities</u>, published by the Lebanon Borough Public School</p> <p>Lebanon Borough Historical Society, http://LebanonBoroughhistorical.org/</p> <p>Lebanon Borough, New Jersey, www.LebanonBoroughnjusa.org/</p> <p>Amistad Curriculum, www.njamistadcurriculum.com/</p> <p>Caring Makes a Difference: Grades K-4 Holocaust Curriculum, 3rd Grade begins on p. 30, www.state.nj.us/education/holocaust/curriculum/</p> <p>9/11 Curriculum, begins on page E-1, https://sites.</p>	<p>-Project rubrics and checklists</p> <p>-Presentations of Native American artwork or housing replicas</p> <p>-Map activities</p> <p>-Test or quiz</p> <p>-Activities found in <u>Lebanon Borough... My Home Town</u></p> <p>-Teacher observations</p>

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Month	NJSLS	Enduring Understandings/ Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
February •Lebanon Borough in Colonial Times •Revolutionary War •Economic Development	6.1.4.B.4 6.1.4.C.1 6.1.4.C.2 6.1.4.D.2 6.1.4.D.4 6.1.4.D.8	<p>Geography, climate, and natural resources affect the way people live and work.</p> <p>People are affected by environmental, economic, social, cultural, and civic concerns.</p> <p>Decisions concerning the allocation and use of economic resources impact individuals and groups.</p> <p>Many groups and individuals in history have influenced modern life in New Jersey and the United States.</p> <p>Events and actions of the past impact the present and the future.</p>	<p>SWBAT: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live.</p> <p>Evaluate individuals' economic decisions and distinguish between needs and wants.</p> <p>Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p>Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p>Determine the significance of New Jersey's role in the American Revolution.</p>	<p>Visit the Crane House or Lebanon Borough Historical Society to learn about colonial life in Lebanon Borough.</p> <p>Write a skit to show family life in colonial times.</p> <p>Pretend you own a business in colonial times. Make two lists about what you need and what you could trade. Discuss the exchange.</p> <p>Write a journal entry as a soldier in Washington's army.</p> <p>Find lessons and activities to acknowledge seasonal events, heritage months, and special celebrations on the Education World site: www.educationworld.com.</p>	<p>Lebanon Borough... My Home Town, An Integrated Third Grade Social Studies Text and Activities, published by the Lebanon Borough Public School</p> <p>Lebanon Borough Historical Society, http://LebanonBoroughhistorical.org/</p> <p>Lebanon Borough, New Jersey, http://www.LebanonBoroughnjusa.org/</p> <p>Amistad Curriculum, www.njamistadcurriculum.com/</p> <p>Caring Makes a Difference: Grades K-4 Holocaust Curriculum, 3rd Grade begins on p. 30, www.state.nj.us/education/holocaust/curriculum/</p> <p>9/11 Curriculum, begins on page E-1, https://sites.google.com/site/the4actioninitiative/</p>	<p>-Skits about colonial life</p> <p>-Class discussions</p> <p>-Evaluation of journal entry</p> <p>-Test or quiz</p> <p>-Activities found in Lebanon Borough... My Home Town</p> <p>-Teacher observations</p>

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Month	NJSLS	Enduring Understandings/ Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
March •Growth of Lebanon Borough •Residents and Famous Figures from Lebanon Borough •Community Services, Parks, and Education •Lebanon Borough Today	6.1.4.B.9 6.1.4.C.5 6.1.4.C.9 6.1.4.C.12 6.1.4.C.17 6.1.4.D.11 6.3.4.A.2 6.3.4.A.3	<p>Geography, availability of resources, and transportation affect the economy.</p> <p>Local, national, and international relationships are affected by economic transactions.</p> <p>Economic systems are structured to meet the needs and wants of different societies.</p> <p>Financial decisions of individuals can impact society as a whole.</p> <p>Different perspectives affect the interpretation of historical events and current issues.</p> <p>In a democratic society, citizens and government institutions have certain roles and responsibilities.</p>	<p>SWBAT: Determine the role of science and technology in the transition from an agricultural society to an industrial society.</p> <p>Explain the role of specialization in the production and exchange of goods and services.</p> <p>Compare and contrast how access to and use of resources affects people.</p> <p>Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</p> <p>Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p>Contact community members to acquire information about local issues.</p>	<p>Compare changes in transportation over time. Make a timeline poster to show these changes.</p> <p>Write a biography project or create a wax museum about notable people from Lebanon Borough.</p> <p>Design a new town park. Make a visual representation of your design.</p> <p>Take a bus tour of Lebanon Borough to see different community sites.</p> <p>Find lessons and activities to acknowledge seasonal events, heritage months, and special celebrations on the Education World site: www.educationworld.com/holidays/.</p>	<p><u>Lebanon Borough... My Home Town, An Integrated Third Grade Social Studies Text and Activities</u>, published by the Lebanon Borough Public School</p> <p>Lebanon Borough Historical Society, http://LebanonBoroughhistorical.org/</p> <p>Lebanon Borough, New Jersey, http://www.LebanonBoroughnjusa.org/</p> <p>Amistad Curriculum, www.njamistadcurriculum.com/</p> <p>Caring Makes a Difference: Grades K-4 Holocaust Curriculum, 3rd Grade begins on p. 30, www.state.nj.us/education/holocaust/curriculum/</p> <p>9/11 Curriculum, begins on page E-1, https://sites.google.com/site/the4actioninitiative/</p>	<p>-Rubric for timeline poster</p> <p>-Presentations of biography or wax museum projects</p> <p>-Map activities</p> <p>-Test or quiz</p> <p>-Activities found in <u>Lebanon Borough... My Home Town</u></p> <p>-Teacher observations</p>

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Month	NJSLS	Enduring Understandings/ Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
April •Many Kinds of People •American Culture	6.1.4.A.14 6.1.4.D.12 6.1.4.D.15 6.1.4.D.16 6.1.4.D.17 6.1.4.D.18 6.3.4.D.1	<p>Nations must work together to solve problems that affect diverse communities in the global society.</p> <p>Different perspectives affect the interpretation of historical events and current issues.</p> <p>Looking at multiple viewpoints can alter beliefs and open up avenues to create change.</p> <p>People can recognize the contributions of diverse cultures and appreciate how different perspectives influence society.</p>	<p>SWBAT: Describe how the world is divided into many nations that have their own governments, customs, and traditions.</p> <p>Recognize how people from New Jersey and other regions of the United States contributed to the American heritage.</p> <p>Understand how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new ways of life.</p> <p>Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>Discover how a person’s beliefs, values, and traditions may reflect more than one culture.</p>	<p>Celebrate cultural diversity. Interview family members and write a report about your own cultural heritage.</p> <p>Write about your favorite holiday or family tradition. Design a poster that Reflects these customs.</p> <p>Choose a person who has made a difference in a community. Work in teams to create brochures about these heroes.</p> <p>Find lessons and activities to acknowledge seasonal events, heritage months, and special celebrations on the Education World site: www.educationworld.com/holidays/.</p>	<p><u>Harcourt Horizons: People and Communities</u>, Unit 4, <i>Many Kinds of People</i>, audio CD, & Harcourt website, www.harcourtschool.com/menus/auto/20/211.html</p> <p>Discovery Education www.discoveryeducation.com/search/page/k-5/social-studies/-/-/index.cfm</p> <p>BrainPop: Culture www.brainpop.com/social-studies/culture/</p> <p>Amistad Curriculum www.njamistadcurriculum.com/</p> <p>Caring Makes a Difference: Holocaust Curriculum, Grade 3 begins on page 30 www.state.nj.us/education/holocaust/curriculum/</p> <p>9/11 Curriculum, page E-1 https://sites.google.com/site/the4actioninitiative/</p> <p><i>*Additional websites are listed in Section IV.</i></p>	<p>-Cultural heritage reports</p> <p>-Checklist for posters about family traditions</p> <p>-Rubric for community heroes brochure</p> <p>-Teacher observations during discussions and activities</p> <p>-Test or quiz</p> <p>-Performance questions from Unit 4 in <u>Harcourt Horizons</u></p> <p>-Exit slips</p>

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Month	NJSLS	Enduring Understandings/ Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
May •Communities Over Time •Learning About the Past •Communities in Ancient Times	6.1.4.A.3 6.1.4.A.9 6.1.4.A.15 6.1.4.B.2 6.1.4.C.16 6.1.4.D.11 6.1.4.D.16	<p>Systems of government are created to balance the rights and responsibilities of citizens.</p> <p>Individuals in a democratic society have civic responsibilities and fundamental rights to seek societal change.</p> <p>Nations must work together to solve problems that affect diverse communities in the global society.</p> <p>Geography, availability of resources, and transportation affect the economy, the way people live, and their work.</p> <p>Different perspectives affect the interpretation of historical events and current issues.</p> <p>Looking at multiple viewpoints can alter beliefs and open up avenues to create change.</p>	<p>SWBAT: Recognize how people and governments have responded to violations of fundamental rights.</p> <p>Explain how and why it is important that people from diverse cultures collaborate to find solutions to community and global challenges.</p> <p>Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p>Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p>	<p>Discuss how laws have changed to respect the rights of all people.</p> <p>Research a Native American tribe. Bring a picture, object, legend, or other artifact and make a display of early cultures.</p> <p>Make a “Then” and “Now” diorama to illustrate how communities have changed over time.</p> <p>Design an ad for an American invention.</p> <p>Find lessons and activities to acknowledge seasonal events, heritage months, and special celebrations on the Education World site: www.educationworld.com/holidays/.</p>	<p><u>Harcourt Horizons: People and Communities</u>, Unit 5, <i>Communities Over Time</i>, audio CD, & Harcourt website, www.harcourtschool.com/menu/auto/20/211.html</p> <p><i>Discovery Education</i> www.discoveryeducation.com/search/page/k-5/social-studies/-/-/index.cfm</p> <p><i>Amistad Curriculum</i> www.njamistadcurriculum.com/</p> <p><i>Caring Makes a Difference: Holocaust Curriculum, Grade 3 begins on page 30</i> www.state.nj.us/education/holocaust/curriculum/</p> <p><i>9/11 Curriculum, page E-1</i> https://sites.google.com/site/the4actioninitiative/</p> <p><i>*Additional websites are listed in Section IV.</i></p>	<p>-Teacher observations during discussions and activities</p> <p>-Diorama rubric</p> <p>-Checklist for invention advertisement</p> <p>-Test or quiz</p> <p>-Performance questions from Unit 5 in <u>Harcourt Horizons</u></p> <p>-Exit slips</p>

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Month	NJSLS	Enduring Understandings/ Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
June •People Working in a Community •Making and Selling Products •Producers and consumers •Creating a Personal Budget	6.1.4.B.1 6.1.4.B.9 6.1.4.C.5 6.1.4.C.13 6.1.4.C.15 6.1.4.C.18	<p>Geography, climate, and natural resources affect the way people live and work.</p> <p>People are affected by environmental, economic, social, cultural, and civic concerns.</p> <p>Local, national, and international relationships are affected by economic transactions.</p> <p>Financial decisions of individuals can impact society as a whole.</p> <p>Contributions of inventors and entrepreneurs influence society and the economy.</p> <p>Scientific and technological developments affect people’s lives, the environment, and transform societies.</p>	<p>SWBAT: Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p> <p>Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>Explain the role of specialization in the production and exchange of goods and services.</p> <p>Determine the qualities of entrepreneurs.</p> <p>Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p>	<p>Make a map that shows when New Jersey became a state. Use other colors to show ones that became states before and after New Jersey.</p> <p>Write a paragraph explaining the importance of transportation systems in our town.</p> <p>Visit entrepreneurs in the community and ask them to share their experiences.</p> <p>Find lessons and activities to acknowledge seasonal events, heritage months, and special celebrations on the Education World site: www.educationworld.com/holidays/.</p>	<p><u>Harcourt Horizons: People and Communities</u>, Unit 6, <i>People Working in a Community</i>, audio CD, & Harcourt website, www.harcourtschool.com/menus/auto/20/211.html</p> <p><i>Discovery Education</i> www.discoveryeducation.com/search/page/k-5/social-studies/-/-/index.cfm</p> <p><i>Amistad Curriculum</i> www.njamistadcurriculum.com/</p> <p><i>Caring Makes a Difference: Holocaust Curriculum, Grade 3 begins on page 30</i> www.state.nj.us/education/holocaust/curriculum/</p> <p><i>9/11 Curriculum, page E-1</i> https://sites.google.com/site/the4actioninitiative/</p> <p><i>*Additional websites are listed in Section IV.</i></p>	<p>-Teacher observations during discussions and activities</p> <p>-Map activities</p> <p>-Checklist for opinion paragraph about transportation</p> <p>-Test or quiz</p> <p>-Performance questions from Unit 6 in <u>Harcourt Horizons</u></p> <p>-Exit slips</p>

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Common Rubrics

Social Studies Research Project: Group Project Cooperation Rubric

Name _____ Date _____

Contributions to group	Need work 15 points each	Good 20 points each	Excellent 25 points each	Score
Research & gather information	Collects little information—most doesn't relate to the assigned topics	Collects the basic information—most relates to the assigned topics	Collects a great deal of information—all relates to the assigned topics.	
Share information with group	Relays very little information to the group—most does not relate to the assigned topics	Relays the basic information needed to the group—most relates to the assigned topics	Relays a great deal of information to the group—all relates to the assigned topic.	
Completes work on time (Teacher develops a time frame for assignments)	Does not complete assignments in the allotted time period	Completes most of the assignments within the allotted time period.	Completes all assignments within the allotted time period.	
Cooperates with other group members	Rarely allows other group members to give input, doesn't consider views of teammates and/or argues with teammates	Listens to other group members, but sometimes talks too much, usually considers all views of teammates and/or rarely argues.	Listens and speaks a fair amount, helps team reach a fair decision, and/or never argues with teammates.	

<http://www.sachem.edu/dept/sd/American%20revolution/powerpoint%20evaluation.pdf>

**Social Studies Curriculum Guide, Grade 3
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Community Map Rubric

Name _____ Date _____

Project Title _____

- 1+Needs Improvement
- 2=Fair
- 3=Satisfactory
- 4=Good
- 5=Excellent

- 1 2 3 4 5 **Quality of Ideas:** Gathers and organizes appropriate physical attributes and structures of a rural, urban, or suburban community.

- 1 2 3 4 5 **Expressions of Ideas:** Draws a map that serves as a representation of places, physical features, and objects, and displays and understanding of their purposes.

- 1 2 3 4 5 **Content:** Included examples of community production (stores, farms, offices, etc.), transportation (roads, railways, etc.), goods and services (banks, School, firehouses, etc.), and housing (homes, apartments, etc.)

- 1 2 3 4 5 **Presentation Creativity:** Interprets graphic representation of data.

- 1 2 3 4 5 **Interpretation:** Uses map to find information.

Comments: _____

<http://www.hansonclass.org/mapping.html>

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State Project Rubric: Getting to Know My State

Page	Information	Points		
		2	1	0
1	State Capital (spelled correctly)	Spelled correctly	Attempted	None
1	State Nickname & Meaning (How it got that nickname)	Name and Meaning	Name Only	None
1	Map of U.S. with bordering states colored yellow and your state colored red	Bordering states and your state colored	1 of 2	None
2	Hand Drawn Map	(1) Clear outline of the state, (2) major cities, (3) physical land & water features included	2 of the 3	Less than 2 of the 3
2	Double Point Value for Map	Same as Above	Same as Above	Same as Above
3	Name of your state governor with a labeled photo of the governor	Label and photo	1 of 2	None
3	Name and photo of both U.S. Senators from your state			
3	Senator #1	Label and Photo	1 of 2	None
3	Senator #2	Label and Photo	1 of 2	None
3	Number of U.S. House Members representing your state in the House of Representatives	Correctly Identified	Attempted	Not Identified
4	Picture of your state flag	Correctly Identified	Attempted	None
4	Picture of your state seal (could be known as your state's "Great Seal")	Correctly Identified	Attempted	None
4	Parent Signature: you read the description of the state seal	Parent Signature		No Signature
4	In your own words, describe each of 3 symbols or elements shown in your state seal.			
4	Seal symbol or element # 1	Description & Meaning	1 of 2	None
4	Seal symbol or element # 2	Description & Meaning	1 of 2	None
4	Seal symbol or element # 3	Description & Meaning	1 of 2	None
5	Five State Symbols of your choice, accompanied by labels and pictures of your symbols			
5	Symbol 1	Label, Picture	1 of 2	None
5	Symbol 2	Label, Picture	1 of 2	None
5	Symbol 3	Label, Picture	1 of 2	None
5	Symbol 4	Label, Picture	1 of 2	None
5	Symbol 5	Label, Picture	1 of 2	None
	40/40 = 100%			

<http://www.stevehapero.com/stateReportRubric.pdf>

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Social Studies Biography Project Unit

This rubric will be used on the Social Studies Biography poster project.
Multiply your final score by 5 to calculate your grade.

Criteria (based on the assignment description)					
	1	2	3	4	Points
Format	Proper format is not followed at all.	3 components missing or incomplete	1 or 2 components missing or incomplete	Proper format followed as explained in the assignment description	
Completion	The poster is completed, but is three – four days late	The poster is completed, but is two days late.	The poster is completed, but is one day late.	All of the assignment is completed on time.	
Content	The facts are correct on less than half of the poster. No Photo.	The facts are correct on half of the poster. No photo.	The facts are correct on all but one part of the poster. No photo.	The facts are all correct.	
Source Identification	Sources are non-existent.	Some Sources are present but are not in the correct format.	All sources are listed, but are not in the correct format.	All sources are listed and are in the correct format.	
Presentation	The poster is ripped, wrinkled, or otherwise poorly presented. Sloppy handwriting. Slang, and/or poor grammar are used.	The poster paper is fine but the handwriting is sloppy and hard to read. Grammar is frequently poor.	The poster is in good condition, and the handwriting is mostly readable. No slang is used, and the grammar is generally good.	The poster is in good condition, and the handwriting is readable. No slang. Excellent grammar.	
					Final Score

mrparmele.com/projectrubric.doc

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Map Rubric

	Exemplary	Competent	Basic	Emerging
Labels	At least 90% of items labeled and located correctly.	80% of items labeled and located correctly.	70% of items labeled and located correctly.	Fewer than 70% labeled and located correctly.
Spelling /Cap	At least 90% of spellings and capitalizations correct	At least 80% of spelling and capitalization correct	At Least 70% of spelling and capitalization correct.	Less than 70% of spelling and capitalization correct
Neatness	All labels/features can be easily read	Most labels /features can be easily read	Some labels/features can be easily read	Few labels /features can be easily read
Title/Purpose	Title clearly reflects purpose of the map	Title generally reflects the purpose of the map	Title somewhat reflects the purpose of the map	Title does not reflect the purpose of the map
Map Features/Purpose	Map features clearly reflects purpose	Map features generally reflects purpose	Map features somewhat reflects purpose	Map feature does not reflect purpose
Key/Legend	Has a key/map that uses all standard symbols	Has a key/map that uses most standard symbols	Has a key/map that uses some standard symbols	No key or key that uses non- standard symbols

<http://www.lessonplanbuilder.org/lessons/attachments/10061/assessplan/Social%20Studies%20Map%20Rubric.htm>

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Map Making Rubric

Student Name _____

Date _____

Map Key

1	2	3	4
←	←	←	←
1	2	3	4
The student has a partial map key. Neatness is lacking. Misspellings are evident. Symbols may differ from those used on the map.	The student has most of the map key. Neatness may be lacking. Most spellings are correct. Symbols are generally repeated on the map.	The student has a complete map key. Neatness is evident. Most spellings are correct. Symbols are generally repeated on the map.	The student has a complete map key. Neatness is exemplary. Symbols are lined up in neat rows to facilitate reading. Spellings are correct. Symbols are repeated on the map.

Accuracy

1	2	3	4
←	←	←	←
1	2	3	4
Objects are not placed properly on the map and do not relate well to each other. Symbols are not easy to read and may not make sense.	Objects on the map are in the general area but may not relate well to each other. Most symbols are easy to read and make sense.	Objects on the map are located appropriately. Symbols are rendered neatly and make sense.	Objects on the map are located appropriately. Objects on the map relate well to each other. There is attention to detail. Symbols are rendered neatly and make sense.

Cardinal Directions

1	2	3	4
←	←	←	←
1	2	3	4
The compass rose is not placed properly on the map in relation to the model. Some objects on the map may not be placed properly in relation to the cardinal directions.	The compass rose is placed properly on the map in relation to the model. Some objects on the map may not be placed properly in relation to the cardinal directions.	The compass rose is placed properly on the map in relation to the model. The objects on the map are placed properly in relation to the cardinal directions.	The compass rose is decorated and placed properly on the map in relation to the model. The objects on the map are placed properly in relation to the cardinal directions.

[HTTP://WWW.HANSONCLASS.ORG/MAPPING.HTML](http://www.hansonclass.org/mapping.html)

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Travel Brochure Rubric

	4	3	2	1
Organization	The brochure has excellent formatting and very well organized information.	The brochure has appropriate formatting and well-organized information.	The brochure has some organized information with random formatting.	The brochure's format and organization of material are confusing to the reader.
Ideas	The brochure communicates relevant information appropriately and effectively to the intended audience.	The brochure communicates relevant information appropriately to the intended audience.	The brochure communicates irrelevant information, or communicates inappropriately to the intended audience.	The brochure communicates irrelevant information, and communicates inappropriately to the intended audience.
Conventions	All of the writing is done in complete sentences. Capitalization and punctuation are correct throughout the brochure.	Most of the writing is done in complete sentences. Most of the capitalization and punctuation are correct throughout the brochure.	Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure.	Most of the writing is not done in complete sentences. Most of the capitalization and punctuation are not correct throughout the brochure.
Graphics	The graphics go well with the text, and there is a good mix of text and graphics.	The graphics go well with the text, but there are so many that they distract from the text.	The graphics go well with the text, but there are too few.	The graphics do not go with the accompanying text or appear to be randomly chosen.

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Reflective Writing Rubric

Skills	5	4	3	2	1
Depth of reflection	Demonstrate a conscious and thorough understanding of the writing prompt and the subject matter. This reflection can be used as an example for other students.	Demonstrate a thoughtful understanding of the writing prompt and the subject matter.	Demonstrate a basic understanding of the writing prompt and the subject matter.	Demonstrate a limited understanding of the writing prompt and subject matter. This reflection needs revision.	Demonstrate little or no understanding of the writing prompt and subject matter. This reflection needs revision.
Use of textual evidence and historical context	Use specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between texts.	Use relevant examples from the texts studied to support claims in your own writing, making applicable connections between texts.	Use examples from the text to support most claims in your writing with some connections made between texts.	Use incomplete or vaguely developed examples to only partially support claims with no connections made between texts.	No examples from the text are used and claims made in your own writing are unsupported and irrelevant to the topic at hand.
Language use	Use stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.	Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	Use language that is vague or imprecise for the audience or purpose, with little sense of voice, and a limited awareness of how to vary sentence structure.	Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure.
Conventions	Demonstrate control of the conventions with essentially no errors, even with sophisticated language.	Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language.	Demonstrate partial control of the conventions, exhibiting occasional errors that do not hinder comprehension.	Demonstrate limited control of the conventions, exhibiting frequent errors that make comprehension difficult.	Demonstrate little or no control of the conventions, making comprehension almost impossible.

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Social Studies Research / Essay Project			
	Needs much work	Needs some more work 2 pts	Good job! 3 pts
Evidence that provides information	Needs much work Provides no sources, irrelevant and insufficient	Needs some more work Provides one source	Good Job! Provides at least two sources, relevant, and accurate delivery of information
Thesis/Understanding of topic	Needs much work Insufficient understanding presented in paper. Looks as though it was copied from source only	Needs some more work Limited understanding. Some statements taken exactly from the source	Good Job! Competent understandingthe writing contains statements concluded by research of the topic and in the student's own words
Writing Mechanics	Needs much work Many errors, words usage and grammar are below expectations for fifth grade	Needs some more work Some errors, word usage and grammar are acceptable	Good Job! Few errors, words usage and grammar are of high quality

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Enter Rubric Title			
	Poor 1pts	Fair 5 Pts	Good 10 Pts.
Accuracy	Poor The information given is not from credible sources and/or is inaccurate	Fair Most of the information is accurate. Project contains some inaccuracies.	Good All the information given is from credible sources and is accurate.
Creativity	Poor The project showed a lack of creativity in the presentation of information	Fair The project was somewhat interesting and creative in the presentation of information	Good The project was interesting and creative in the presentation of information.
Quality of Information Relevant to Topic	Poor The project contains very little information/visuals	Fair The project contains a moderate amount of information/visuals. Different types of information/visuals were not used.	Good The project contains ample information/visuals. A variety of different types of information/visuals were used.
Information Relevant to Topic	Poor Information provided was not relevant to the topic	Fair Some of the information provided was not relevant to the topic.	Good All information provided was relevant to the topic.
Neat /Organized	Poor Project was disorganized and hard to follow.	Fair The project was moderately neat and organized. Not all information was organized in a logical manner.	Good The project was neat and visually appealing. Information was organized in a logical manner.

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21st Century Skills (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy

21st Century Skills (The ones that apply to this unit are in bold)

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- **Environmental Literacy**

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Career Ready Practices

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

9.1 PERSONAL FINANCIAL LITERACY

9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions.

9.1.8.D.1

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Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION CONTENT AREA: 21st CENTURY LIFE AND CAREERS STRAND B: CAREER EXPLORATION NUMBER STANDARD STATEMENT

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

8 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

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Technology Infusion

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

8.2.5.B.1 Examine ethical considerations **in** the development and production of a product through its life cycle.

8.2.5.C.6 Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

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SECTION III

2016 NJSLs-Social Studies

Content Area	Social Studies		
Standard	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.		
Strand	A. Civics, Government, and Human Rights		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Citizenship begins with becoming a contributing member of the classroom community.	6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
		6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
		6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
4	Rules and laws are developed to protect people’s rights and the security and welfare of society.	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.
	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	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.

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		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.
	The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.	6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
		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.
	The United States democratic system requires active participation of its citizens.	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.
		6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
	Immigrants can become and obtain the rights of American citizens.	6.1.4.A.13	Describe the process by which immigrants become United States citizens.
	The world is comprised of nations that are similar to and different from the United States.	6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

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	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.	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.
	In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.	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.

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Content Area	Social Studies		
Standard	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.		
Strand	A. Civics, Government, and Human Rights		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Everyone is part of a larger neighborhood and community.	6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
		6.1.P.B.2 6.1.P.B.3	Identify, discuss, and role-play the duties of a range of community workers.
4	Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and	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.

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Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	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.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.
Places are jointly characterized by their physical and human properties.	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.
The physical environment can both accommodate and be endangered by human activities.	6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.	6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.	6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
	6.1.4.B.8	Compare ways people choose to use and divide natural resources.

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	Advancements in science and technology can have unintended consequences that impact individuals and/or societies.	6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
	Advancements in science and technology can have unintended consequences that impact individuals and/or societies.	6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

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Content Area	Social Studies		
Standard	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. .		
Era	Colonization and Settlement (1585-1763)		
Grade Level	By the end of grade 8		
Content Statement	Strand	CPI#	Cumulative Progress Indicator (CPI)
2. Colonization and Settlement The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.	A. Civics, Government and Human Rights	6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
		6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
		6.1.8.A.2.c	Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times. Evaluate the impact of science, religion, and technology innovations on European exploration.

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The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.	B. Geography, People, and the Environment	6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
		6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
	C. Economics, Innovation, and Technology	6.1.8.C.2.a	Relate slavery and indentured servitude to Colonial labor systems.
		6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
		6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.
	D. History, Culture, and Perspectives	6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1.8.D.2.b		Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.	

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Content Area	Social Studies		
Standard	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.		
Era	Revolution and the New Nation (1754-1820s)		
Grade Level	By the end of grade 8		
Content Statement	Strand	CPI#	Cumulative Progress Indicator (CPI)
3. Revolution and the New Nation Disputes over political authority and economic issues contributed to a movement for independence in the colonies.	A. Civics, Government, and Human Rights	6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
		6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.A.3.c		Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.	
The fundamental principles of the United States Constitution serve as the foundation of the United States government today			

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		6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.
		6.1.8.A.3.e	Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.
		6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
		6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
	B. Geography, People, and the Environment	6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies
		6.1.8.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
		6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
		6.1.8.B.3.d	Explain why New Jersey’s location played an integral role in the American Revolution.
	C. Economics, Innovation, and	6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess

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	Technology		the impact of these on relations between Britain and its North American colonies.
		6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
		6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
	D. History, Culture, and Perspectives	6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
		6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
		6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
		6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
		6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native

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			Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
		6.1.8.D.3.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
		6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

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Content Area	Social Studies		
Standard	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.		
Era	Expansion and Reform (1801-1861)		
Grade Level	By the end of grade 8		
Content Statement	Strand	CPI#	Cumulative Progress Indicator (CPI)
4. Expansion and Reform Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	A. Civics, Government, and Human Rights	6.1.8.A.4.a	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
		6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
		6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.
	B. Geography, People, and the Environment	6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

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		6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
	C. Economics, Innovation, and Technology	6.1.8.C.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
		6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation
		6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
	D. History, Culture, and Perspectives	6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
		6.1.8.D.4.b	Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
		6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.

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Content Area	Social Studies		
Standard	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.		
Era	Civil War and Reconstruction (1850-1877)		
Grade Level	By the end of grade 8		
Content Statement	Strand	CPI#	Cumulative Progress Indicator (CPI)
5. Civil War and Reconstruction The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.	A. Civics, Government, and Human Rights	6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
		6.1.8.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
	B. Geography, People, and the Environment	6.1.8.B.5.a	Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.
The Civil War and Reconstruction had a lasting impact on the development of the United States.	C. Economics, Innovation, and Technology	6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.

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		6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.
	D. History, Culture, and Perspectives	6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
		6.1.8.D.5.b	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
		6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.
		6.1.8.D.5.d	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

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Content Area	Social Studies		
Standard	6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.		
Era	The Beginnings of Human Society		
Grade Level	By the end of grade 8		
Content Statement	Strand	CPI#	Cumulative Progress Indicator (CPI)
1. The Beginnings of Human Society: Paleolithic and Neolithic Ages Hunter/gatherers adapted to their physical environments using resources, the natural world, and	A. Civics, Government, and Human Rights	6.2.8.A.1.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
		6.2.8.B.1.a	Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
	B. Geography, People, and the Environment	6.2.8.B.1.b	Compare and contrast how nomadic and agrarian societies used land and natural

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<p>technological advancements.</p> <p>The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</p> <p>Archaeology provides historical and scientific explanations for how ancient people lived.</p>	<p>C. Economics, Innovation, and Technology</p>	6.2.8.C.1.a	Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
		6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
	<p>D. History, Culture, and Perspectives</p>	6.2.8.D.1.a	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
		6.2.8.D.1.b	Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.
		6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

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Content Area	Social Studies		
Standard	6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.		
Era	Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)		
Grade Level	By the end of grade 8		
Content	Strand	CPI#	Cumulative Progress Indicator (CPI)
2. Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations	A. Civics, Government, and Human Rights	6.2.8.A.2.a	Explain why different ancient river valley civilizations developed similar forms of government.
		6.2.8.A.2.b	Explain how codifying laws met the needs of ancient river valley societies.
		6.2.8.A.2.c	Determine the role of slavery in the economic and social structures of ancient river valley civilizations.
	B. Geography, People, and the Environment	6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
Ancient river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern			

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conditions. They created centralized systems of government and advanced societies.		6.2.8.B.2.b	Compare and contrast physical and political maps
	C. Economics, Innovation, and Technology.	6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley
	D. History, Culture, and Perspectives	6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
		6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
		6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.
		6.2.8.D.2.d	Justify which of the major achievements of the ancient river valley civilizations represent the most

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21st Century Skills (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy

21st Century Skills (The ones that apply to this unit are in bold)

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- **Environmental Literacy**

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Career Ready Practices

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

9.1 PERSONAL FINANCIAL LITERACY

9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions.

9.1.8.D.1

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Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION CONTENT AREA: 21st CENTURY LIFE AND CAREERS STRAND B: CAREER EXPLORATION NUMBER STANDARD STATEMENT

9.2.8.B.4 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.5 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

5 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

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Technology Infusion

8.1.5.A.5 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.6 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

8.2.5.B.1 Examine ethical considerations **in** the development and production of a product through its life cycle.

8.2.5.C.6 Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

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SECTION IV

Resources and Supplemental Materials

Grade 3 Resources

Harcourt Horizons: People and Communities by Harcourt Publishing Staff

Harcourt Horizons Audio CD

Harcourt Horizons Online Resources for Grade 3, HMH School Publishers

<http://www.harcourtschool.com/menus/auto/20/211.html>

-maps, photos, enrichment articles, and other resources related to each lesson of the textbook

Lebanon Borough...My Hometown, Published by the Lebanon Borough Public School

-a integrated third grade Social Studies text and activities

Amistad Curriculum

Amistad Commission and American Institute for History Education

<http://www.njamistadcurriculum.com/>

-an interactive textbook that offers a rich history of the contributions and experiences of African Americans

Caring Makes a Difference

New Jersey Commission of Holocaust Education, Department of Education

<http://www.state.nj.us/education/holocaust/curriculum/>

-includes lesson plans and activities for teaching tolerance, diversity, and respect; Grade 3 begins on page 30

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Learning from the Challenges of Our Times, by the 4 Action Initiative

<https://sites.google.com/site/the4actioninitiative/>

-a new curricular initiative for students in grades k-12 that addresses global security, terrorism, and 9/11 in the classroom; Elementary school lessons begin on page E-1

Lebanon Borough Historical Society

<http://LebanonBoroughhistorical.org/>

-news, events, and photo galleries of Lebanon Borough

Map of the Lebanon Borough Community

http://www.LebanonBoroughnjusa.org/dmdocuments/street_map.pdf

-zoom in on different areas on this street map of Lebanon Borough

Lebanon Borough, New Jersey

<http://www.LebanonBoroughnjusa.org/>

-news and information about Lebanon Borough; includes a list of Lebanon Borough websites under “QuickLinks”

Grade 4 Resources

Harcourt Horizons: States and Regions by Harcourt Publishing Staff

Harcourt Horizons Audio CD

Harcourt Horizons *Online Resources for Grade 4*, HMH School Publishers

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<http://www.harcourtschool.com/menus/auto/20/212.html>

-maps, photos, primary sources, and other resources related to each lesson of the textbook

The New Jersey Adventure by Anthony DeCondo

Amistad Curriculum

Amistad Commission and American Institute for History Education

<http://www.njamistadcurriculum.com/>

-an interactive textbook that offers a rich history of the contributions and experiences of African Americans

Caring Makes a Difference

New Jersey Commission of Holocaust Education, Department of Education

<http://www.state.nj.us/education/holocaust/curriculum/>

-includes lesson plans and activities for teaching tolerance, diversity, and respect; Grade 4 begins on page 101

Learning from the Challenges of Our Times, by the 4 Action Initiative

<https://sites.google.com/site/the4actioninitiative/>

-a new curricular initiative for students in grades k-12 that addresses global security, terrorism, and 9/11 in the classroom; Elementary school lessons begin on page E-1

Hangout NJ

http://www.state.nj.us/hangout_nj/

-New Jersey facts, activities, and games for students

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Kids' Guide NJ

<http://www.kidsguide.com/history/history.html>

-a guide to historic sites for New Jersey kids and families

New Jersey History Kids

<http://www.state.nj.us/state/historykids/NJHistoryKids.htm>

-facts and video clips about New Jersey's history, geography, and state government

New Jersey Legislature Kids' Page

<http://www.njleg.state.nj.us/kids/index.asp>

-includes facts, activities, and additional online resources

New Jersey State Library

http://slic.njstatelib.org/nj_information/by_topic/nj_for_kids

-links to sites for kids including state symbols, history, government, and state facts

National Park Service

<http://www.nps.gov/state/nj/index.htm?program=parks>

-find links to National Parks in New Jersey

Grade 5 Resources

Harcourt Horizons: United States History by Harcourt Publishing Staff

Harcourt Horizons Audio CD and Activity Book

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Harcourt Horizons Online Resources for Grade 5, HMH School Publishers
<http://www.harcourtschool.com/menus/auto/19/24.html>

-maps, photos, primary sources, and other resources related to each lesson of the textbook

Amistad Curriculum

Amistad Commission and American Institute for History Education
<http://www.njamistadcurriculum.com/>

-an interactive textbook that offers a rich history of the contributions and experiences of African Americans

Caring Makes a Difference

New Jersey Commission of Holocaust Education, Department of Education
<http://www.state.nj.us/education/holocaust/curriculum/>

-includes lesson plans and activities for teaching tolerance, diversity, and respect; Grade 5 begins on page 157

CNN Student News

<http://www.cnn.com/studentnews/index.html>

-daily news reports, discussion questions, downloadable maps, and other support materials

Learning from the Challenges of Our Times, by the 4 Action Initiative

<https://sites.google.com/site/the4actioninitiative/>

-a new curricular initiative for students in grades k-12 that addresses global security, terrorism, and 9/11 in the classroom; Elementary school lessons begin on page E-1

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To Honor All Children: Grades 5-8

New Jersey Commission of Holocaust Education, Department of Education

<http://www.state.nj.us/education/holocaust/curriculum/>

-includes lesson plans and activities for teaching tolerance, diversity, and respect

Website Resources for Grades 3-5

Brain Pop

<http://www.brainpop.com/socialstudies/>

-educational video clips

Discovery Education

<http://www.discoveryeducation.com/search/page/k-5/social-studies/-/-/index.cfm>

-free K-5 Social Studies resources

Education Place

<http://www.eduplace.com/ss/maps/>

-outline maps for states, countries, and continents

Education World-History

<http://www.educationworld.com/history/>

-free history teaching materials

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Education World-Holidays

<http://www.educationworld.com/holidays/>

-teacher resources for seasonal celebrations, holidays, and heritage months

50 States.com

<http://www.50states.com/>

-facts about each state

Glogster

<http://edu.glogster.com/>

-add text, images, and multimedia graphics to create interactive, eye-catching posters online

Google Earth

<http://www.google.com/earth/index.html>

Google Maps

<https://maps.google.com/>

I Like 2 Learn.com

<http://www.Ilike2learn.com/>

-online quizzes for map skills and geography

National Geographic

<http://www.nationalgeographic.com/>

-photos, videos, and other useful resources

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National Park Service

<http://www.nps.gov/index.htm>

-find links to National Parks, National Monuments, and Battlegrounds

New Jersey Department of Education

<http://www.state.nj.us/education/cccs/standards/6/index.html>

-Core Curriculum Content Standards for Social Studies

Our Documents

<http://www.ourdocuments.gov/>

-teacher sourcebook for historical documents

PBS: Public Broadcasting Service

<http://www.pbs.org/>

-variety of different historical videos

Prezi

<http://prezi.com/>

-upload images, embed videos, and add text to make zooming presentations for any topic

Read, Write, Think Trading Card Creator

http://www.readwritethink.org/files/resources/interactives/trading_cards_2/

-create trading cards about geographic features, historical people, places, or events

Read, Write, Think Comic Creator

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<http://www.readwritethink.org/files/resources/interactives/comic/index.html>

-create a comic strip about a historical event

Read, Write, Think Cube Creator

http://www.readwritethink.org/files/resources/interactives/cube_creator/

-create a 3-D bio cube about a historical figure

Scholastic News

<http://magazines.scholastic.com/election-2012>

-election information

Scholastic Teacher Resources

<http://www.scholastic.com/teachers/teaching-resources>

-lesson plan ideas and resource materials

Scholastic Videos

<http://www.scholastic.com/browse/video.jsp>

-featured educational videos

The Statue of Liberty-Ellis Island Foundation, Inc.

www.ellisland.org

-immigration records, Ellis Island timeline, photos, and Statue of Liberty webcam images

Studies Weekly

<http://www.studiesweekly.com>

-grade-specific classroom magazines for Social Studies

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Studies Weekly-Current Events

<http://www.studiesweekly.com/currentevents/>

-current events about topics in history

Teachers' Net

http://teachers.net/lessonplans/subjects/social_studies/

-collection of Social Studies lesson plans

Time for Kids

<http://www.timeforkids.com/>

-news, photos, and videos

Time for Kids Homework Helper

<http://www.timeforkids.com/homework-helper/flashcards>

-create your own Social Studies or geography flash cards

United States History

<http://www.u-s-history.com/>

-overview of historical time periods

Websites for Creating Rubrics

-create your own rubrics from scratch or using available templates

<http://rubistar.4teachers.org>

<https://www.rcampus.com/indexrubric.cfm>

<http://www.rubrics4teachers.com>

http://www.teach-nology.com/web_tools/rubrics

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DIFFERENTIATION			
Special Education	ELL	I&RS	SAIL
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student’s IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • 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 I&RS framework • I&RS Intervention Bank • Foundations Double-Dose (Tier II) • NJDOE resources • Read 180 • System 44 	<ul style="list-style-type: none"> • Contents should be modified: abstraction, complexity, variety, organization • Process should be modified: higher order thinking skills, open-ended thinking, discovery • Products should be modified: real world problems, audiences, deadlines, evaluation, transformations • Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied • Activities aligned with above grade level text using DRA results • Jr. Great Books Library Activities • NJDOE resources
CROSS CURRICULUR RESOURCES			
The Amistad Commission’s Literacy components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf			
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm			

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Technology Infusion

Grades K - 5

Smart Board Applications

Use **technology**, including the Internet, to produce and publish writing and to interact and collaborate with others

Gather relevant information from multiple print and **digital** sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Make strategic use of **digital** media and visual displays of data to express information and enhance understanding of presentations.

K Students With guidance and support from adults, explore a variety of **digital** tools to produce and publish writing, including in collaboration with peers.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

Grade 1 Students With guidance and support from adults, explore a variety of **digital** tools to produce and publish writing, including in collaboration with peers.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

Grade 2 Students With guidance and support from adults, explore a variety of **digital** tools to produce and publish writing, including in collaboration with peers.

Use glossaries and beginning dictionaries, both print and **digital**, to determine or clarify the meaning of words and phrases.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

Grade 3 Students With guidance and support from adults, use **technology** to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others

Recall information from experiences or gather information from print and **digital** sources; take brief notes on sources and sort evidence into provided categories.

Use glossaries or beginning dictionaries, both print and **digital**, to determine or clarify the meaning of words and phrases.

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Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Evidence of Student Learning

- Evaluation rubrics
- Self-reflections
- Teacher-student conferences

21st Century Skills (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy

21st Century Skills (The ones that apply to this unit are in bold)

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- **Environmental Literacy**

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Career Ready Practices

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

9.1 PERSONAL FINANCIAL LITERACY

9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions.

9.1.8.D.1

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Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION CONTENT AREA: 21st CENTURY LIFE AND CAREERS STRAND B: CAREER EXPLORATION NUMBER STANDARD STATEMENT

9.2.8.B.7 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.8 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.4 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

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Technology Infusion

8.1.5.A.7 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.8 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

8.2.5.B.1 Examine ethical considerations **in** the development and production of a product through its life cycle.

8.2.5.C.6 Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

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