

Haddon Township School District
Grade Three
Social Studies

The third grade Social Studies Curriculum involves the study of communities, citizenship, and government. The curriculum provides developmentally appropriate experiences that reflect the New Jersey Core Curriculum Content Standards for Social Studies. This curriculum will continue evolving to meet the needs of the students as well as the standards established by the New Jersey Department of Education.

ESSENTIAL LEARNINGS: *All third grade social studies students will demonstrate an understanding of the following strands from the NJ Core Curriculum Content*

Standards:

U.S. History, America and the World (NJ 6.1)

All third grade students will...

- 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.
- Distinguish the roles and responsibilities of the three branches of government.
- Determine how "fairness", "equality" and the "common good" have influenced change at the local and national levels if the US government.
- Explain how the US functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- Compare and contrast how government functions at the community, state, and national levels.
- Explain how the fundamental rights, 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.
- Explain how the US government is organized and how the United States Constitution defines and limits the power of government.
- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- Describe how human interaction impacts the environment in New Jersey and the United States.
- 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.
- Describe the process by which immigrants become US citizens.
- 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.
- 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.

U.S. History, America and the World (NJ 6.1)

continued...

- Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the US, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
- Explain how and why it's important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- Distinguish the roles and responsibilities of the three branches of the national government.
- Compare ways people choose to use and divide natural resources.
- Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- Distinguish between needs and wants and explain how scarcity and choice influences decisions made by individuals, communities, and nations.
- Recognize the importance of setting long-term goals when making financial decisions within the community.
- Explain the role of money, savings, debt and investment in individuals' live.
- Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the US contributed to the American national heritage.
- Describe how culture is expressed through and influenced by the behavior of the people.
- Describe how stereotyping and prejudice can lead to conflict, using examples from past and present.

Active Citizenship in the 21st Century (NJ 6.2)

All third grade students will...

- Evaluate what makes a good rule or law.
- Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- Contact local officials and community members to acquire information and/or discuss local issues.
- Plan and participate in an advocacy project to inform others about the environmental issues at the local or state level and propose possible solutions.

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CHARACTERISTICS OF EFFECTIVE LEARNERS:

All third grade students will demonstrate growth in the development of the following characteristics of effective learners:

Trustworthiness, demonstrated by the ability to...

- Be honest in words and actions
- Keep promises
- Stand up for beliefs and do what is right
- Be a good friend

Respect, demonstrated by the ability to...

- Treat others the way you would want to be treated
- Be polite and courteous
- Treat others well even if they look, act, or believe differently than you do

Responsibility, demonstrated by the ability to...

- Do what you are supposed to do
- Think about how your actions will affect others
- Always try to do your best

Fairness, demonstrated by the ability to...

- Play by the rules
- Take turns and share
- Try to see the other person's side
- Speak up if you know something is unfair

Caring, demonstrated by the ability to...

- Be kind with your words and actions
- Help others
- Think about other people's feelings and needs
- Be thankful for what others do for you

Citizenship, demonstrated by the ability to...

- Cooperate with others
- Obey rules and laws
- Do your best to make your school and neighborhood better
- Help protect the Earth

New Jersey Core Curriculum Content Standards indicated in parentheses.

Resources

Horizon Social Studies Units
www.harcourtschool.com

Additional Resources

- *Time for Kids*
- Primary Literature - Read Alouds
- Primary documents, software, videotapes, maps, globes
- Literature and art connections

Technology

Students will use technology in social studies classrooms to:

- Access and retrieve information responsibly to support learning
- Present social studies information in a variety of visual forms
- Use simulations to acquire an understanding of social studies concepts
- Communicate understandings of social studies content and processes

Assessment

Student learning will be assessed using a variety of measures, including:

- Formal assessments
- Teacher generated tests and quizzes
- Student projects and presentations
- Writing
- Assigned and self-selected extensions
- Homework and teacher generated assignments

Parent Involvement

Research supports that parent involvement in education can lead to academic benefits for students. Haddon Township parents of third grade students are encouraged to:

- Set a regular time, place, and routine for homework with minimal distractions
- Provide appropriate supplies for students
- Review homework and course content regularly
- Discuss local and national news accessed through newspapers, news magazines, newscasts, educational television, and appropriate internet sites
- Plan family trips and outings that support social studies learning, including visits to sites of historical interest
- Discuss contemporary issues that relate to and support content and learning.