Course Title: Networks Social Studies: The United States Communities and Neighbors

Subject: Social Studies

Grade Level: 3

Duration: 18 Weeks

Prerequisite: None

Elective or Required: Required

Department Mission Statement:

The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students’ understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:

Networks Social Studies: The United States Communities and Neighbors focuses on using inquiry-based instruction and assessment to develop and deepen student understanding. Students are introduced to each unit with a “Big Idea” or theme of what the unit entails. Each lesson within the unit focuses on one Essential Question to help students make connections, explore different perspectives, and integrate information. The students revisit each Essential Question at the close of each lesson in order to reflect their understanding. Each unit also features a Big Idea Project as a culminating task for students to demonstrate the understanding gained within the unit. Writing and literacy skills
are reinforced throughout the course using activities such as vocabulary foldables, graphic organizers, leveled readers, and center card activities. This course aligns to the Common Core Standards and provides an interactive approach to learning with it’s online component featuring interactive whiteboard lessons, games, and assessments.

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Social Studies

Unit 1: The Geography of North America and the Caribbean

Approximate # Of Weeks: 5 weeks (18 Weeks Total)

Essential Questions:
1. Why is it important to know about where we live?
2. What defines a region?
3. How are places unique and different?

Upon completion of this unit students will be able to:
- Recognize that different types of maps serve different purposes and have distinctive characteristics. (6.1.4.B.1,2)
- Use a grid system to locate places and features. (6.1.4.B.1)
- Understand the concepts of, and find the longitude and latitude of places on a map. (6.1.4.B.3)
- Use a map scale to measure the distance between two places. (6.1.4.B.1)
- Identify and locate the five oceans and the seven continents on Earth. (6.1.4.B.1)
- Describe the physical features of the United States. (6.1.4.B.4)
- Identify and describe the five regions of the United States. (6.1.4.B.6,7)
- Describe natural resources in Canada. (6.1.4.B.8,10)
- Describe the vegetation in Mexico. (6.1.4.B.10)
- Identify natural and man-made landmarks. (6.1.4.D.17)
- Describe how weather and climate affect how and where people, plants, and animals live. (6.1.4.B.4,5,9)

Interdisciplinary Standards (njcccs.org)
- Standard 6.3- Active Citizenship in the 21st Century
- Standard 8.1- Computer and Information Literacy
- Standard 8.2- Technology Education
- Standard 9.1- 21st-Century Life & Career Skills
- English Language Arts (Writing)- 3.W.1,2,3,4,5,6,7,8
- English Language Arts (Literacy)- 3.RL.1,2,3,4,5,6,7,8,9,10
- Science (Weather and Climate)- 3-ESS2-2

Activities – include 21st Century Technologies/Research:
- View videos and content library at connected.mcgraw-hill.com.
- List the physical features, landmarks, climate, vegetation, and natural resources for the United States, Canada, Mexico, and the Caribbean.
● Fill in a chart with details from a paragraph and photograph to understand how a visual helps the reader understand.
● Complete a vocabulary foldable with key words for each lesson.
● Label continents and oceans.
● Use different types of maps to find locations and answer questions.
● Color in each region of the United States on a map.
● Compare and contrast different regions of the United States.
● Answer Essential Questions at the end of each lesson.
● Create a bar graph with data about oil production in the United States, Canada, and Mexico.

Unit 1 Wrap Up

Big Idea Project: Create a Travelogue and Route Map for Canada, the United States, Mexico, and the Caribbean. Students will include vocabulary for the unit, a map key and compass rose, at least four entries, and a creative title.

Test Preparation article “North America”. Students will read the article and answer questions that follow.

Enrichment Activities:
● Divide students into small groups. Provide each group with a political map. Have each group write questions about their map. Have groups exchange their maps and questions.
● Have students write a paragraph about their community’s climate, vegetation, natural resources, and landmarks. Encourage students to share their paragraphs with the class.
● Challenge students to propose a new design for the Gateway Arch. Ask students to present their proposals to the class.
● Have students make a chart of Canada’s resources. Have students use the internet and other resources to help them identify examples of how each resource is used by people.
● Ask students to find out more about Hurricane Andrew and how it affected Florida. Have them present their findings to the class.

Methods of Assessments/Evaluation:
● Self-Check Quizzes
● Worksheets
● Online tests
● Interactive Whiteboard Lessons
● Brain Pop
● Discovery Ed./United Streaming
● Exit Slips
● Big Idea Project- Create a Travelogue and Route Map
● Unit 1 Wrap Up
● Vocabulary Foldables
● Journal/Reflective
Resources/Including Online Resources
- Online Textbook Information: connected.mcgraw-hill.com
- Teacher Webpage
  Included with Program:
  - Interactive Whiteboard Lessons
  - Student Worktext
  - Interactive games
  - Center Card Activities
  - Foldables
  - Leveled Activities
  - Leveled Readers:
    - John Muir: Father of Our National Parks
    - A Big Day for the Earth

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Unit 2: Celebrating Culture

Approximate # Of Weeks: 5 Weeks (18 Weeks Total)

Essential Questions:
1. How does environment affect culture?
2. How does diversity influence culture?

Upon completion of this unit students will be able to:
- Identify the cultures that settled North America. (6.1.4.D.1)
- Recognize that cultures change when families move and bring different customs and traditions with them. (6.1.4.D.15,18)
- Explain how climate affects people's way of life. (6.1.4.B.4)
- Compare and contrast cultures across the world. (6.1.4.D.13)
- Recognize that different cultures are celebrated in different parts of the country. (6.1.4.B.10; 6.1.4.A.14,15)
- Understand that culture can be communicated through stories, art, and music. (6.1.4.D.13, 18)
- Explain how transportation has changed over time and how it has impacted the United States. (6.1.4.C.15)
- Understand why people or groups immigrate to new areas. (6.1.4.D.2,3)
- Recognize that diversity affects culture. (6.1.4.D.13,15,16,20)
- Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. (6.1.4.D.19)
- Describe how different cultures have contributed to and shaped communities in the regions of the United States. (6.1.4.D.14)
- Explain how creativity and innovation resulted in the birth of inventions in many cultures during different historical periods. (6.1.4.C.16)
- Describe how communication has changed over time due to the increased availability of technological resources and scientific achievement. (6.1.4.C.17,18)

Interdisciplinary Standards (njcccs.org)
- Standard 8.1- Computer and Information Literacy
- Standard 8.2- Technology Education
- Standard 6.3- Active Citizenship in the 21st Century
- Standard 9.1- 21st-Century Life & Career Skills
- English Language Arts (Writing)- 3.W.1,2,3,4,5,6,7,8
- English Language Arts (Literacy)- 3.RL.1,2,3,4,5,6,7,8,9,10

Activities – include 21st Century Technologies/Research:
- View videos and content library at connected.mcgraw-hill.com.
- Students pretend they have just moved to the United States from Canada, Mexico, or the Caribbean. They will fill out a chart to compare the culture in the “Home” country to the culture in the United States.
- Students answer a questionnaire to define their culture.
- Color in a map to show where European immigrants settled in North America and the Caribbean.
- Complete a timeline to show the different types of transportation available to travel from state to state.
- Complete a chart identifying information about cultures in different regions.
- Compare and contrast Canada to a U.S. region.
- Complete a vocabulary foldable with key words for each lesson.
- Answer Essential Questions at the end of each lesson.
- Unit 2 Wrap Up
- Big Idea Project: Write and share a story about one of the cultures presented in the unit. Students will identify the country, explain the culture there, identify which region they have moved to in the U.S., compare and contrast their “home” country with their new country, and give examples of how they could contribute to the culture of their new home.
- Test Preparation article “What is Cultural Geography?”. Students will read the article and answer questions that follow.

Enrichment Activities:
- Have students choose one type of Native American home and use the internet to research more about it. What types of materials were used?
How long did it take to build the house? How many people lived in each home? Have students share their findings with the class.

- Have students use the internet to research other ethnic groups that settled North America and the Caribbean.
- Have students use the internet to research the history of customs from another culture. Then ask them to give examples of how these customs have been integrated into the culture of the United States.
- Have students use the internet or library resources to research the history of their favorite sport. Have them present their findings to the class.
- Have students use the internet to research the demographics of one of the six countries featured on pages 94-95. Have them create a graph that shows the results of their research.

Methods of Assessments/Evaluation:
- Self-Check Quizzes
- Worksheets
- Online tests
- Interactive Whiteboard Lessons
- Brain Pop
- Discovery Ed./United Streaming
- Exit Slips
- Big Idea Project- Write and share a story about one of the cultures they have learned about
- Unit 2 Wrap Up
- Vocabulary Foldables
- Journal/Reflective
- Student Worktext Pages

Resources/Including Online Resources
- Online Textbook Information: connected.mcgraw-hill.com
- Teacher Webpage
  Included with Program:
  - Interactive Whiteboard Lessons
  - Student Worktext
  - Interactive games
  - Center Card Activities
  - Foldables
  - Leveled Activities
  - Leveled Readers:
    - Granville T. Woods: Helping Make America
    - The Seneca Falls Convention
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Unit 3: Economics

Approximate # Of Weeks: 4 Weeks (18 Weeks Total)

Essential Questions:
1. How do people interact?
2. Why are resources important?
3. How does scarcity affect trade?
4. Why is money important?

Upon completion of this unit students will be able to:
- Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities and nations. (6.1.4.C.2)
- Describe how supply and demand influence price and output of products. (6.1.4.C.4)
- Understand what opportunity cost is and how it affects the decisions made by individuals. (6.1.4.C.1)
- Understand who producers and consumers are, and understand the exchange of goods and services. (6.1.4.C.3,5,7,8)
- Understand the impact of making financial decisions and managing money. (6.1.4.C.10,11)
- Understand that an important part of a community’s economy is its resources. (6.1.4.C.9)
- Recognize that capital resources are goods produced and used to make other goods. (6.1.4.C.7)
- Identify different currencies used in North America and the Caribbean. (6.1.4.C.10)
- Describe the role and relationship among households, businesses, laborers, and governments within the economic system. (6.1.4.C.6,13)

Interdisciplinary Standards (njcccs.org)
- Standard 8.1- Computer and Information Literacy
- Standard 8.2- Technology Education
- Standard 9.3- Career Awareness, Exploration, and Preparation
- Standard 6.3- Active Citizenship in the 21st Century
- English Language Arts (Writing)- 3.W.1,2,3,4,5,6,7,8
- English Language Arts (Literacy)- 3.RL.1,2,3,4,5,6,7,8,9,10
Activities – include 21st Century Technologies/Research:

- View videos and content library at connected.mcgraw-hill.com.
- Students write a plan for their own business, including what goods or services they will provide and what resources they will need.
- Students will make a list of ways to use money.
- Compare and contrast currencies used in different countries.
- Students will create their own currency by designing a coin that includes pictures or symbols to represent their location.
- Complete a vocabulary foldable with key words for each lesson.
- Answer Essential Questions at the end of each lesson.
- Unit 3 Wrap Up
- Big Idea Project: Create an advertisement for anything to sell. Advertisements should show what good or service is being sold, encourage people to buy the product, explain what currency will be accepted, what items would be available for trade, include vocabulary words from the unit, and be colorful and fun.
- Test Preparation article “Trading With Other Countries”. Students will read the article and answer questions that follow.

Enrichment Activities:

- Have students write a brief story about living in one type of community.
- Have students use the internet to research the resources that come from your state and local community. Have them create a one page report on why they are important to your community.
- Have students select a currency from a country not discussed in their work text. Have them research the currency of that country, and compare and contrast that currency to the currency of the United States.

Methods of Assessments/Evaluation:

- Self-Check Quizzes
- Worksheets
- Online tests
- Interactive Whiteboard Lessons
- Brain Pop
- Discovery Ed./United Streaming
- Exit Slips
- Big Idea Project- Students will create their own advertisement selling anything they choose.
- Unit 3 Wrap Up
- Vocabulary Foldables
- Journal/Reflective
- Student Worktext Pages

Resources/Including Online Resources

- Online Textbook Information: connected.mcgraw-hill.com
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Unit 4: Government and Civics

Approximate # Of Weeks: 4 Weeks (18 Weeks Total)

Essential Questions:
1. Why is government important?
2. How are people governed?
3. How do people affect communities?

Upon completion of this unit students will be able to:
- Recognize the purpose and need for government. (6.1.4.A.1,11)
- Explain why the Declaration of Independence and the U.S. Constitution were written. (6.1.4.A.2,3,4; 6.1.4.D.4,5)
- Distinguish the roles and responsibilities of the three branches of the national government. (6.1.4.A.4,5)
- Understand the system of checks and balances. (6.1.4.A.4)
- Understand the the United States has three levels of government. and identify the responsibilities of each level. (6.1.4.A.6,7,8,12)
- Describe the contributions of historical leaders toward the development of the United States government. (6.1.4.D.6)
- Recognize the contributions of Martin Luther King, Jr. (6.1.4.A.9,10,16)

Interdisciplinary Standards (njcccs.org)
- Standard 6.3- Active Citizenship in the 21st Century
- Standard 8.1- Computer and Information Literacy
- Standard 8.2- Technology Education
- Standard 9.1- 21st-Century Life & Career Skills
• Standard 9.3- Career Awareness, Exploration, and Preparation
• English Language Arts (Writing)- 3.W.1,2,3,4,5,6,7,8
• English Language Arts (Literacy)- 3.RL.1,2,3,4,5,6,7,8,9,10

Activities – include 21st Century Technologies/Research:
• View videos and content library at connected.mcgraw-hill.com.
• Students will make a list of the governor’s responsibilities.
• Students will write the beginning of a petition requesting a stop sign be put in place.
• Compare the points of view of people on opposite sides of a petition.
• Complete a chart identifying the roles of each branch of government.
• Complete a vocabulary foldable with key words for each lesson.
• Answer Essential Questions at the end of each lesson.
• Unit 4 Wrap Up
• Big Idea Project: Create a new class constitution. Students will imagine they were just elected to the class government. They will explain why rules are needed, identify the leaders in the school and describe their roles, explain the rights of administrators, teachers, and students, promote civility, volunteerism, and cooperation.
• Test Preparation article “Checks and Balances”. Students will read the article and answer questions that follow.

Enrichment Activities:
• Have students work in small groups to write a draft of Jill’s petition (pg. 162). Have each group share their drafts with the class.
• Encourage students to use what they have learned about local government leaders to help them describe the roles of administrators, teachers, and students in their constitution.

Methods of Assessments/Evaluation:
• Self-Check Quizzes
• Worksheets
• Online tests
• Interactive Whiteboard Lessons
• Brain Pop
• Discovery Ed./United Streaming
• Exit Slips
• Big Idea Project- As a newly elected member of the class government, write a new constitution for the class using the information learned in the unit.
• Unit 4 Wrap Up
• Vocabulary Foldables
• Journal/Reflective
• Student Worktext Pages
Resources/Including Online Resources

- Online Textbook Information: connected.mcgraw-hill.com
- Teacher Webpage

Included with Program:
- Interactive Whiteboard Lessons
- Student Worktext
- Interactive games
- Center Card Activities
- Foldables
- Leveled Activities
- Leveled Readers:
  - Martin Luther King, Jr.: A Man With a Dream
  - Rebuilding New Orleans