



Nutley Public Schools

Social Studies Grade Three

Unit #: One	
Unit Title: Rural and Urban Communities	
Summary and Rationale	
<p>The focus of Grade Three social studies instruction is communities in both time and place. Expanding beyond the immediate social context of school and family studied in grades one and two, students will use the concept of community to study how people interact both locally and in a global context, and also across time. The first unit will establish the important idea of community based on exchanges by examining rural and urban communities and how each is defined by unique characteristics. The importance of economic exchanges across geographic space will be emphasized, allowing students to both become more familiar with basic economic ideas and to review and enhance their knowledge of maps that was introduced in the earlier grades.</p> <p>Social Studies, especially in the elementary grades, has a close connection to language arts instruction, and the use of children’s literature should be an important part of each unit during the year. Instruction should be linked to reading and writing instruction whenever possible and the social studies curriculum should help inform the choice of books for the classroom libraries. Students should be able link the storylines and issues described in the literature to social studies concepts and content.</p>	
Recommended Pacing	
Approximately 12 Days	
Standards	
NJ Student Learning Standards	
<u>CPI</u>	<u>CPI Description</u>
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.
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.
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.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
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.
6.1.4.B.3	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.
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.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
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 distribute natural resources.
6.1.4.B10	Identify the major cities of 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 differences.
6.1.4.C.1	Apply <i>opportunity cost</i> (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how <i>scarcity</i> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why <i>incentives</i> vary between and among producers and consumers.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.8	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.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
6.1.4.C.13	Examine the qualities of entrepreneurs in a <i>capitalistic</i> society.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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C3 Framework Inquiry Arc	
<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Explain why it is important to answer the essential question that guides the inquiry • Explain how the supporting questions help answer the essential inquiry question. • Determine, with appropriate guidance, the social studies concepts, ideas, and sources that will help answer the essential and supporting 	<p>Students will:</p> <ul style="list-style-type: none"> • Apply age-appropriate content and concepts regarding civic and political institutions to the inquiry, explain the processes by which rules, laws, and policies are developed to address human needs, and practice deliberative processes and civic virtues during group and inquiry activities. (Civics)

<p>questions.</p> <ul style="list-style-type: none"> Explain why different people may have different perspectives regarding the essential inquiry question, the supporting question, and the concepts, ideas and sources. 	<ul style="list-style-type: none"> Explain economic decision making by comparing benefits and costs of decisions, use and apply age-appropriate economic concepts and terms, and explain how exchanges occur in markets, identifying global connections created by these exchanges. (Economics) Use and apply age-appropriate maps and other geospatial tools and analysis to issues of political, economic, and environmental crises and change, and to the diffusion of peoples, goods, and ideas, identifying appropriate global connections. (Geography) Place historical events in appropriate chronological order, noting evidence for cause and effect, and explain and compare different perspectives resulting from time and place and the nature of historical sources. (History)
<p><i>Dimension 3 – Evaluating Sources and Using Evidence</i></p>	<p><i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i></p>
<p>Students will:</p> <ul style="list-style-type: none"> Gather relevant information from multiple sources representing different perspectives, applying concepts of fact and opinion, context, bias, and origin to guide the selection. Use evidence from multiple sources to strengthen and refine claims and develop claims in response to the essential question(s) and inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of print and digital methods. Critique the strengths and weaknesses of presented solutions to inquiries. Explain different solutions students and others working alone and together might take to solve local, regional, or global problems, referencing appropriate social studies concepts and content to predict possible results of suggested actions. Possible examples include: <ul style="list-style-type: none"> Presentations to classmates, teachers, or invited guests Maps, charts, posters, and other visuals Reports and argumentative or informative essays Or, any other examples of assessments (perhaps leading to taking informed action)
<p><i>C3 Framework Indicators (K-12 Pathways)</i></p>	
<p><u><i>C3 Indicator</i></u></p>	<p><u><i>C3 Indicator Description (Delete any not used)</i></u></p>
<p>D1.1.3-5.</p>	<ul style="list-style-type: none"> Explain why compelling questions are important to others (e.g., peers, adults).
<p>D1.2.3-5.</p>	<ul style="list-style-type: none"> Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
<p>D1.3.3-5.</p>	<ul style="list-style-type: none"> Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
<p>D1.4.3-5.</p>	<ul style="list-style-type: none"> Explain how supporting questions help answer compelling questions in an inquiry.
<p>D1.5.3-5.</p>	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
<p>D2.Civ.1.3-5.</p>	<ul style="list-style-type: none"> Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
<p>D2.Civ.2.3-5.</p>	<ul style="list-style-type: none"> Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
<p>D2.Civ.3.3-5.</p>	<ul style="list-style-type: none"> Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
<p>D2.Civ.4.3-5.</p>	<ul style="list-style-type: none"> Explain how groups of people make rules to create responsibilities and protect freedoms.
<p>D2.Civ.5.3-5.</p>	<ul style="list-style-type: none"> Explain the origins, functions, and structure of different systems of government, including

	those created by the U.S. and state constitutions.
D2.Civ.6.3-5.	<ul style="list-style-type: none"> Describe ways in which people benefit from and are challenged by working together, including through government, work- places, voluntary organizations, and families.
D2.Civ.7.3-5.	<ul style="list-style-type: none"> Apply civic virtues and democratic principles in school settings.
D2.Civ.8.3-5.	<ul style="list-style-type: none"> Identify core civic virtues and democratic principles that guide government, society, and communities.
D2.Civ.9.3-5.	<ul style="list-style-type: none"> Use deliberative processes when making decisions or reaching judgments as a group.
D2.Civ.10.3-5.	<ul style="list-style-type: none"> Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
D2.Civ.11.3-5.	<ul style="list-style-type: none"> Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
D2.Civ.12.3-5.	<ul style="list-style-type: none"> Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5.	<ul style="list-style-type: none"> Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	<ul style="list-style-type: none"> Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	<ul style="list-style-type: none"> Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	<ul style="list-style-type: none"> Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	<ul style="list-style-type: none"> Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
D2.Eco.4.3-5.	<ul style="list-style-type: none"> Explain why individuals and businesses specialize and trade.
D2.Eco.5.3-5.	<ul style="list-style-type: none"> Explain the role of money in making exchange easier.
D2.Eco.6.3-5.	<ul style="list-style-type: none"> Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	<ul style="list-style-type: none"> Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	<ul style="list-style-type: none"> Identify examples of external benefits and costs.
D2.Eco.9.3-5.	<ul style="list-style-type: none"> Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	<ul style="list-style-type: none"> Explain what interest rates are.
D2.Eco.11.3-5.	<ul style="list-style-type: none"> Explain the meaning of inflation, deflation, and unemployment.
D2.Eco.12.3-5.	<ul style="list-style-type: none"> Explain the ways in which the government pays for the goods and services it provides.
D2.Eco.13.3-5.	<ul style="list-style-type: none"> Describe ways people can increase pro- ductivity by using improved capital goods and improving their human capital.
D2.Eco.14.3-5.	<ul style="list-style-type: none"> Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5.	<ul style="list-style-type: none"> Explain the effects of increasing economic interdependence on different groups within participating nations.
D2.Geo.1.3-5.	<ul style="list-style-type: none"> Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
D2.Geo.3.3-5.	<ul style="list-style-type: none"> Use maps of different scales to describe the locations of cultural and environmental characteristics.
D2.Geo.4.3-5.	<ul style="list-style-type: none"> Explain how culture influences the way people modify and adapt to their environments.
D2.Geo.5.3-5.	<ul style="list-style-type: none"> Explain how the cultural and environmental characteristics of places change over time.
D2.Geo.6.3-5.	<ul style="list-style-type: none"> Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
D2.Geo.7.3-5.	<ul style="list-style-type: none"> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
D2.Geo.8.3-5.	<ul style="list-style-type: none"> Explain how human settlements and movements relate to the locations and use of various natural resources.
D2.Geo.9.3-5.	<ul style="list-style-type: none"> Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
D2.Geo.10.3-5.	<ul style="list-style-type: none"> Explain why environmental characteristics vary among different world regions.
D2.Geo.11.3-5.	<ul style="list-style-type: none"> Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
D2.Geo.12.3-5.	<ul style="list-style-type: none"> Explain how natural and human-made catastrophic events in one place affect people living in other places.

D2.His.1.3-5.	<ul style="list-style-type: none"> • Create and use a chronological sequence of related events to compare developments that happened at the same time.
D2.His.2.3-5.	<ul style="list-style-type: none"> • Compare life in specific historical time periods to life today.
D2.His.3.3-5.	<ul style="list-style-type: none"> • Generate questions about individuals and groups who have shaped significant historical changes and continuities.
D2.His.4.3-5.	<ul style="list-style-type: none"> • Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5.	<ul style="list-style-type: none"> • Explain connections among historical contexts and people’s perspectives at the time.
D2.His.6.3-5.	<ul style="list-style-type: none"> • Describe how people’s perspectives shaped the historical sources they created.
D2.His.9.3-5.	<ul style="list-style-type: none"> • Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.10.3-5.	<ul style="list-style-type: none"> • Compare information provided by different historical sources about the past.
D2.His.11.3-5.	<ul style="list-style-type: none"> • Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	<ul style="list-style-type: none"> • Generate questions about multiple historical sources and their relationships to particular historical events and developments.
D2.His.13.3-5.	<ul style="list-style-type: none"> • Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
D2.His.14.9-12	<ul style="list-style-type: none"> • Explain probable causes and effects of events and developments.
D2.His.16.3-5.	<ul style="list-style-type: none"> • Use evidence to develop a claim about the past.
D2.His.17.3-5.	<ul style="list-style-type: none"> • Summarize the central claim in a secondary work of history.
D3.1.3-5.	<ul style="list-style-type: none"> • Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.2.3-5.	<ul style="list-style-type: none"> • Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	<ul style="list-style-type: none"> • Identify evidence that draws information from multiple sources in response to compelling questions.
D3.4.3-5.	<ul style="list-style-type: none"> • Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	<ul style="list-style-type: none"> • Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	<ul style="list-style-type: none"> • Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	<ul style="list-style-type: none"> • Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.3-5.	<ul style="list-style-type: none"> • Critique arguments.
D4.5.3-5.	<ul style="list-style-type: none"> • Critique explanations.
D4.6.3-5.	<ul style="list-style-type: none"> • Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
D4.7.3-5.	<ul style="list-style-type: none"> • Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
D4.8.3-5.	<ul style="list-style-type: none"> • Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10	Argument, Sources, Evidence, Claims,

	Anchor Speaking and Listening Standard 1	Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
Integration of Technology		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none"> Leave blank, this curriculum is currently under revision, as is ours. 		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none"> People form in communities for mutual support and economic advantage. Communities are adapted to their environments and economic activities. Communities engage in economic activities based on their specific geographic locations and places. Geospatial tools, such as maps, can help us understand location, place, human-environment interactions, region, and movement. Rural and urban communities have specific defining characteristics, and depend upon mutual exchanges. Spatial thinking and geographic tools can be used to describe and analyze spatial patterns and organization of people, places, and environments on Earth. 		
Essential Questions		
<ul style="list-style-type: none"> Why do people form communities? Is the global trend towards greater urbanization desirable? How can economic exchanges and the movement of goods be used to improve people's lives? How do human-environment interactions affect the quality of people's lives? 		
Themes		
<ul style="list-style-type: none"> Identity Work, exchange, and technology Peopling Environment and geography — physical and human 		
Suggested Inquiries:		
<ul style="list-style-type: none"> What communities should be considered rural, and which should be considered urban? Globally, the trend is towards greater urbanization. Is this desirable? How can exchanges between rural and urban areas improve people's lives? What is money, and how can it be used to address economic needs? 		
Evidence of Learning (Assessments – parenthetical notes reference competencies)		
<ul style="list-style-type: none"> Student essays (Research, Communication, Problem Solving) Mapping rural and urban areas, and exchanges between them. (Communication, Research, Self and Global Awareness) Charts of community roles, exchanges (Collaboration, Communication, Research) Completion of storylines. (Communication) 		
Objectives		
Students will know or learn:		
<ul style="list-style-type: none"> The primary components (ex. key, compass, coordinates, projections) and uses of maps. People form communities for mutual support and economic advantage. Communities are adapted to their environments and economic activities. 		

- Communities engage in economic activities based on their specific geographic locations and places.
- Geospatial tools, such as maps, can help us understand location, place, human-environment interactions, region, and movement.
- Rural and urban communities have specific defining characteristics, and depend upon mutual exchanges.
- Economic exchanges allow for greater increased access to goods and services and an improved standard of living.

Students will be able to:

- Use geospatial tools such as maps to communicate their understanding of rural and urban places and the exchanges between them.
- Link social studies content to language arts reading instruction and materials.
- Practice grade-appropriate writing skills to communicate their conclusions.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Student essays
- Storylines

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- Communities Across America Today (National Geographic)
- A Suburban Community in the 1950s (National Geographic)

Other Suggested Resources

- Rand McNally World Atlas and Nystrom *Map Champs* atlas program.
- Children's literature
- Virtual Economics 4.5



Nutley Public Schools

Social Studies Grade Three

Unit #: Two	
Unit Title: Communities That Adapt to Unique Environments	
Summary and Rationale	
<p>Unit Two continues the idea that communities adapt to their environments by looking at communities that adapt to more extreme environments. This allows students to more closely investigate the geographic theme of human-environment interactions. It will also continue the economic concepts of scarcity and exchanges as students discover how these communities compensate for missing resources and goods. As with every unit, students will practice using maps and other appropriate geospatial tools.</p> <p>Social Studies, especially in the elementary grades, has a close connection to language arts instruction, and the use of children's literature should be an important part of each unit during the year. Instruction should be linked to reading and writing instruction whenever possible and the social studies curriculum should help inform the choice of books for the classroom libraries. Students should be able link the storylines and issues described in the literature to social studies concepts and content.</p>	
Recommended Pacing	
Approximately 12 Days	
Standards	
NJ Student Learning Standards	
<u>CPI</u>	<u>CPI Description</u>
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.
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.
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.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
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.
6.1.4.B.3	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.
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.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
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 distribute natural resources.
6.1.4.B10	Identify the major cities of 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 differences.
6.1.4.C.1	Apply <i>opportunity cost</i> (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how <i>scarcity</i> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why <i>incentives</i> vary between and among producers and consumers.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.8	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.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
6.1.4.C.13	Examine the qualities of entrepreneurs in a <i>capitalistic</i> society.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

C3 Framework Inquiry Arc	
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<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Explain why it is important to answer the essential question that guides the inquiry • Explain how the supporting questions help answer the essential inquiry question. • Determine, with appropriate guidance, the social studies concepts, ideas, and sources that will help answer the essential and supporting questions. 	<p>Students will:</p> <ul style="list-style-type: none"> • Apply age-appropriate content and concepts regarding civic and political institutions to the inquiry, explain the processes by which rules, laws, and policies are developed to address human needs, and practice deliberative processes and civic virtues during group and inquiry activities. (Civics) • Explain economic decision making by comparing benefits

<ul style="list-style-type: none"> Explain why different people may have different perspectives regarding the essential inquiry question, the supporting question, and the concepts, ideas and sources. 	<p>and costs of decisions, use and apply age-appropriate economic concepts and terms, and explain how exchanges occur in markets, identifying global connections created by these exchanges. (Economics)</p> <ul style="list-style-type: none"> Use and apply age-appropriate maps and other geospatial tools and analysis to issues of political, economic, and environmental crises and change, and to the diffusion of peoples, goods, and ideas, identifying appropriate global connections. (Geography) Place historical events in appropriate chronological order, noting evidence for cause and effect, and explain and compare different perspectives resulting from time and place and the nature of historical sources. (History)
<p><i>Dimension 3 – Evaluating Sources and Using Evidence</i></p>	<p><i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i></p>
<p>Students will:</p> <ul style="list-style-type: none"> Gather relevant information from multiple sources representing different perspectives, applying concepts of fact and opinion, context, bias, and origin to guide the selection. Use evidence from multiple sources to strengthen and refine claims and develop claims in response to the essential question(s) and inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of print and digital methods. Critique the strengths and weaknesses of presented solutions to inquiries. Explain different solutions students and others working alone and together might take to solve local, regional, or global problems, referencing appropriate social studies concepts and content to predict possible results of suggested actions. Possible examples include: <ul style="list-style-type: none"> Presentations to classmates, teachers, or invited guests Maps, charts, posters, and other visuals Reports and argumentative or informative essays Or, any other examples of assessments (perhaps leading to taking informed action)
<p><i>C3 Framework Indicators (K-12 Pathways)</i></p>	
<p><u><i>C3 Indicator</i></u></p>	<p><u><i>C3 Indicator Description (Delete any not used)</i></u></p>
<p>D1.1.3-5.</p>	<ul style="list-style-type: none"> Explain why compelling questions are important to others (e.g., peers, adults).
<p>D1.2.3-5.</p>	<ul style="list-style-type: none"> Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
<p>D1.3.3-5.</p>	<ul style="list-style-type: none"> Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
<p>D1.4.3-5.</p>	<ul style="list-style-type: none"> Explain how supporting questions help answer compelling questions in an inquiry.
<p>D1.5.3-5.</p>	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
<p>D2.Civ.1.3-5.</p>	<ul style="list-style-type: none"> Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
<p>D2.Civ.2.3-5.</p>	<ul style="list-style-type: none"> Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
<p>D2.Civ.3.3-5.</p>	<ul style="list-style-type: none"> Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
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D2.Civ.11.3-5.	<ul style="list-style-type: none"> Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
D2.Civ.12.3-5.	<ul style="list-style-type: none"> Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5.	<ul style="list-style-type: none"> Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	<ul style="list-style-type: none"> Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	<ul style="list-style-type: none"> Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	<ul style="list-style-type: none"> Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	<ul style="list-style-type: none"> Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
D2.Eco.4.3-5.	<ul style="list-style-type: none"> Explain why individuals and businesses specialize and trade.
D2.Eco.5.3-5.	<ul style="list-style-type: none"> Explain the role of money in making exchange easier.
D2.Eco.6.3-5.	<ul style="list-style-type: none"> Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	<ul style="list-style-type: none"> Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	<ul style="list-style-type: none"> Identify examples of external benefits and costs.
D2.Eco.9.3-5.	<ul style="list-style-type: none"> Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	<ul style="list-style-type: none"> Explain what interest rates are.
D2.Eco.11.3-5.	<ul style="list-style-type: none"> Explain the meaning of inflation, deflation, and unemployment.
D2.Eco.12.3-5.	<ul style="list-style-type: none"> Explain the ways in which the government pays for the goods and services it provides.
D2.Eco.13.3-5.	<ul style="list-style-type: none"> Describe ways people can increase pro- ductivity by using improved capital goods and improving their human capital.
D2.Eco.14.3-5.	<ul style="list-style-type: none"> Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5.	<ul style="list-style-type: none"> Explain the effects of increasing economic interdependence on different groups within participating nations.
D2.Geo.1.3-5.	<ul style="list-style-type: none"> Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
D2.Geo.3.3-5.	<ul style="list-style-type: none"> Use maps of different scales to describe the locations of cultural and environmental characteristics.
D2.Geo.4.3-5.	<ul style="list-style-type: none"> Explain how culture influences the way people modify and adapt to their environments.
D2.Geo.5.3-5.	<ul style="list-style-type: none"> Explain how the cultural and environmental characteristics of places change over time.
D2.Geo.6.3-5.	<ul style="list-style-type: none"> Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
D2.Geo.7.3-5.	<ul style="list-style-type: none"> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
D2.Geo.8.3-5.	<ul style="list-style-type: none"> Explain how human settlements and movements relate to the locations and use of various natural resources.
D2.Geo.9.3-5.	<ul style="list-style-type: none"> Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
D2.Geo.10.3-5.	<ul style="list-style-type: none"> Explain why environmental characteristics vary among different world regions.
D2.Geo.11.3-5.	<ul style="list-style-type: none"> Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
D2.Geo.12.3-5.	<ul style="list-style-type: none"> Explain how natural and human-made catastrophic events in one place affect people living in other places.
D2.His.1.3-5.	<ul style="list-style-type: none"> Create and use a chronological sequence of related events to compare developments that

	happened at the same time.
D2.His.2.3-5.	<ul style="list-style-type: none"> • Compare life in specific historical time periods to life today.
D2.His.3.3-5.	<ul style="list-style-type: none"> • Generate questions about individuals and groups who have shaped significant historical changes and continuities.
D2.His.4.3-5.	<ul style="list-style-type: none"> • Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5.	<ul style="list-style-type: none"> • Explain connections among historical contexts and people’s perspectives at the time.
D2.His.6.3-5.	<ul style="list-style-type: none"> • Describe how people’s perspectives shaped the historical sources they created.
D2.His.9.3-5.	<ul style="list-style-type: none"> • Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.10.3-5.	<ul style="list-style-type: none"> • Compare information provided by different historical sources about the past.
D2.His.11.3-5.	<ul style="list-style-type: none"> • Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	<ul style="list-style-type: none"> • Generate questions about multiple historical sources and their relationships to particular historical events and developments.
D2.His.13.3-5.	<ul style="list-style-type: none"> • Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
D2.His.14.9-12	<ul style="list-style-type: none"> • Explain probable causes and effects of events and developments.
D2.His.16.3-5.	<ul style="list-style-type: none"> • Use evidence to develop a claim about the past.
D2.His.17.3-5.	<ul style="list-style-type: none"> • Summarize the central claim in a secondary work of history.
D3.1.3-5.	<ul style="list-style-type: none"> • Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.2.3-5.	<ul style="list-style-type: none"> • Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	<ul style="list-style-type: none"> • Identify evidence that draws information from multiple sources in response to compelling questions.
D3.4.3-5.	<ul style="list-style-type: none"> • Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	<ul style="list-style-type: none"> • Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	<ul style="list-style-type: none"> • Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	<ul style="list-style-type: none"> • Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.3-5.	<ul style="list-style-type: none"> • Critique arguments.
D4.5.3-5.	<ul style="list-style-type: none"> • Critique explanations.
D4.6.3-5.	<ul style="list-style-type: none"> • Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
D4.7.3-5.	<ul style="list-style-type: none"> • Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
D4.8.3-5.	<ul style="list-style-type: none"> • Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Common Core Standards Alignment		
<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather

Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
Integration of Technology		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none"> Leave blank, this curriculum is currently under revision, as is ours. 		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none"> People form in communities for mutual support and economic advantage. Communities are shaped by their environments, and also alter their environments to meet their needs. Communities engage in economic activities based on their specific geographic locations and places. Geospatial tools, such as maps, can help us understand location, place, human-environment interactions, region, and movement. Communities that adapt to extreme conditions have specific defining characteristics, and depend upon mutual exchanges. Spatial thinking and geographic tools can be used to describe and analyze spatial patterns and organization of people, places, and environments on Earth. 		
Essential Questions		
<ul style="list-style-type: none"> Why do people form communities? How can humans alter, and adapt to, their environment? How can economic exchanges and the movement of goods be used to improve people's lives? How do human-environment interactions affect the quality of people's lives? 		
Themes		
<ul style="list-style-type: none"> Identity Work, exchange, and technology Peopling Environment and geography — physical and human 		
Suggested Inquiries:		
<ul style="list-style-type: none"> How can human communities best sustain themselves in environments with scarce resources? To what extent should humans be allowed to alter their environments? How can exchanges between areas with scarce resources and areas with more abundant resources improve people's lives? What is money, and how can it be used to address economic needs? 		
Evidence of Learning (Assessments – parenthetical notes reference competencies)		
<ul style="list-style-type: none"> Student essays (Research, Communication, Problem Solving) Mapping data and areas of interest, and exchanges between them. (Communication, Research, Self and Global Awareness) Charts of community roles, exchanges (Collaboration, Communication, Research) Completion of storylines. (Communication) 		
Objectives		
Students will know or learn:		
<ul style="list-style-type: none"> The primary components (ex. key, compass, coordinates, projections) and uses of maps. People form communities for mutual support and economic advantage. 		

- Communities are adapted to their environments and economic activities.
- Communities engage in economic activities based on their specific geographic locations and places.
- Geospatial tools, such as maps, can help us understand location, place, human-environment interactions, region, and movement.
- Communities that adapt to extreme environments have specific defining characteristics, and depend upon mutual exchanges.
- Economic exchanges allow for greater increased access to goods and services and an improved standard of living.

Students will be able to:

- Use geospatial tools such as maps to communicate their understanding of rural and urban places and the exchanges between them.
- Link social studies content to language arts reading instruction and materials.
- Apply appropriate social science disciplines to the study of communities
- Practice grade-appropriate writing skills to communicate their conclusions.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Student essays
- Storylines

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- Ladders: Communities We Live In (National Geographic)
- Map Champs (Nystrom)

Other Suggested Resources

- Rand McNally World Atlas and included atlases
- Children's literature



Nutley Public Schools

Social Studies Grade Three

Unit #: Three	
Unit Title: Global Communities	
Summary and Rationale	
<p>Communities are culturally unique. Unit Three looks at how culture and geography determine the unique nature of communities around the world. Building upon the expanding horizons of elementary social studies curriculum, students will begin to look beyond their country's borders and examine communities in other regions of the earth. Students will examine what is unique to each of these communities, but also at what they have in common. As with previous units, the economic concepts of scarcity, exchange, and other relevant economic concepts will be utilized as students investigate how communities function in an increasingly global economy.</p> <p>Social Studies, especially in the elementary grades, has a close connection to language arts instruction, and the use of children's literature should be an important part of each unit during the year. Instruction should be linked to reading and writing instruction whenever possible and the social studies curriculum should help inform the choice of books for the classroom libraries. Students should be able link the storylines and issues described in the literature to social studies concepts and content.</p>	
Recommended Pacing	
Approximately 12 Days	
Standards	
NJ Student Learning Standards	
<u>CPI</u>	<u>CPI Description</u>
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.
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.
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.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
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.
6.1.4.B.3	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.
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.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
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 distribute natural resources.
6.1.4.B10	Identify the major cities of 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 differences.
6.1.4.C.1	Apply <i>opportunity cost</i> (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how <i>scarcity</i> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why <i>incentives</i> vary between and among producers and consumers.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.8	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.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
6.1.4.C.13	Examine the qualities of entrepreneurs in a <i>capitalistic</i> society.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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D2.Civ.10.3-5.	<ul style="list-style-type: none"> Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
D2.Civ.11.3-5.	<ul style="list-style-type: none"> Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
D2.Civ.12.3-5.	<ul style="list-style-type: none"> Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5.	<ul style="list-style-type: none"> Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	<ul style="list-style-type: none"> Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	<ul style="list-style-type: none"> Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	<ul style="list-style-type: none"> Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	<ul style="list-style-type: none"> Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
D2.Eco.4.3-5.	<ul style="list-style-type: none"> Explain why individuals and businesses specialize and trade.
D2.Eco.5.3-5.	<ul style="list-style-type: none"> Explain the role of money in making exchange easier.
D2.Eco.6.3-5.	<ul style="list-style-type: none"> Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	<ul style="list-style-type: none"> Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	<ul style="list-style-type: none"> Identify examples of external benefits and costs.
D2.Eco.9.3-5.	<ul style="list-style-type: none"> Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	<ul style="list-style-type: none"> Explain what interest rates are.
D2.Eco.11.3-5.	<ul style="list-style-type: none"> Explain the meaning of inflation, deflation, and unemployment.
D2.Eco.12.3-5.	<ul style="list-style-type: none"> Explain the ways in which the government pays for the goods and services it provides.
D2.Eco.13.3-5.	<ul style="list-style-type: none"> Describe ways people can increase pro- ductivity by using improved capital goods and improving their human capital.
D2.Eco.14.3-5.	<ul style="list-style-type: none"> Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5.	<ul style="list-style-type: none"> Explain the effects of increasing economic interdependence on different groups within participating nations.
D2.Geo.1.3-5.	<ul style="list-style-type: none"> Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
D2.Geo.3.3-5.	<ul style="list-style-type: none"> Use maps of different scales to describe the locations of cultural and environmental characteristics.
D2.Geo.4.3-5.	<ul style="list-style-type: none"> Explain how culture influences the way people modify and adapt to their environments.
D2.Geo.5.3-5.	<ul style="list-style-type: none"> Explain how the cultural and environmental characteristics of places change over time.
D2.Geo.6.3-5.	<ul style="list-style-type: none"> Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
D2.Geo.7.3-5.	<ul style="list-style-type: none"> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
D2.Geo.8.3-5.	<ul style="list-style-type: none"> Explain how human settlements and movements relate to the locations and use of various natural resources.
D2.Geo.9.3-5.	<ul style="list-style-type: none"> Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
D2.Geo.10.3-5.	<ul style="list-style-type: none"> Explain why environmental characteristics vary among different world regions.
D2.Geo.11.3-5.	<ul style="list-style-type: none"> Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
D2.Geo.12.3-5.	<ul style="list-style-type: none"> Explain how natural and human-made catastrophic events in one place affect people living in other places.
D2.His.1.3-5.	<ul style="list-style-type: none"> Create and use a chronological sequence of related events to compare developments that

	happened at the same time.
D2.His.2.3-5.	<ul style="list-style-type: none"> • Compare life in specific historical time periods to life today.
D2.His.3.3-5.	<ul style="list-style-type: none"> • Generate questions about individuals and groups who have shaped significant historical changes and continuities.
D2.His.4.3-5.	<ul style="list-style-type: none"> • Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5.	<ul style="list-style-type: none"> • Explain connections among historical contexts and people’s perspectives at the time.
D2.His.6.3-5.	<ul style="list-style-type: none"> • Describe how people’s perspectives shaped the historical sources they created.
D2.His.9.3-5.	<ul style="list-style-type: none"> • Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.10.3-5.	<ul style="list-style-type: none"> • Compare information provided by different historical sources about the past.
D2.His.11.3-5.	<ul style="list-style-type: none"> • Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	<ul style="list-style-type: none"> • Generate questions about multiple historical sources and their relationships to particular historical events and developments.
D2.His.13.3-5.	<ul style="list-style-type: none"> • Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
D2.His.14.9-12	<ul style="list-style-type: none"> • Explain probable causes and effects of events and developments.
D2.His.16.3-5.	<ul style="list-style-type: none"> • Use evidence to develop a claim about the past.
D2.His.17.3-5.	<ul style="list-style-type: none"> • Summarize the central claim in a secondary work of history.
D3.1.3-5.	<ul style="list-style-type: none"> • Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.2.3-5.	<ul style="list-style-type: none"> • Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	<ul style="list-style-type: none"> • Identify evidence that draws information from multiple sources in response to compelling questions.
D3.4.3-5.	<ul style="list-style-type: none"> • Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	<ul style="list-style-type: none"> • Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	<ul style="list-style-type: none"> • Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	<ul style="list-style-type: none"> • Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.3-5.	<ul style="list-style-type: none"> • Critique arguments.
D4.5.3-5.	<ul style="list-style-type: none"> • Critique explanations.
D4.6.3-5.	<ul style="list-style-type: none"> • Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
D4.7.3-5.	<ul style="list-style-type: none"> • Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
D4.8.3-5.	<ul style="list-style-type: none"> • Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather

Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
Integration of Technology		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none"> Leave blank, this curriculum is currently under revision, as is ours. 		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none"> People form in communities for mutual support and economic advantage. Communities are adapted to their cultures, environments and economic activities. Communities engage in economic activities based on their specific geographic locations and places. Geospatial tools, such as maps, can help us understand location, place, human-environment interactions, region, and movement. Global communities are culturally unique and have specific defining characteristics, and depend upon mutual exchanges. Spatial thinking and geographic tools can be used to describe and analyze spatial patterns and organization of people, places, and environments on Earth. 		
Essential Questions		
<ul style="list-style-type: none"> Why do people form communities? How does culture determine the nature of a community? How can global economic exchanges and the movement of goods be used to improve people's lives? How do human-environment interactions affect the quality of people's lives? 		
Themes		
<ul style="list-style-type: none"> Identity Work, exchange, and technology Peopling Environment and geography — physical and human 		
Suggested Inquiries:		
<ul style="list-style-type: none"> How does culture determine the nature of a community? Globally, the trend is towards greater trade and sharing of culture. Is this desirable? How can exchanges between global regions improve people's lives? What is money, and how can it be used to address economic needs? 		
Evidence of Learning (Assessments – parenthetical notes reference competencies)		
<ul style="list-style-type: none"> Student essays (Research, Communication, Problem Solving) Mapping data and areas of interest and exchanges between them. (Communication, Research, Self and Global Awareness) Charts of community roles, exchanges (Collaboration, Communication, Research) Completion of storylines. (Communication) 		
Objectives		
Students will know or learn: <ul style="list-style-type: none"> The primary components (ex. key, compass, coordinates, projections) and uses of maps. People form communities for mutual support and economic advantage. 		

- Communities are adapted to their cultures, environments and economic activities.
- Communities engage in economic activities based on their specific geographic locations and places.
- Geospatial tools, such as maps, can help us understand location, place, human-environment interactions, region, and movement.
- Global communities have specific culturally-defined characteristics, and depend upon mutual exchanges.
- Global economic exchanges allow for greater increased access to goods and services and an improved standard of living.

Students will be able to:

- Use geospatial tools such as maps to communicate their understanding of rural and urban places and the exchanges between them.
- Link social studies content to language arts reading instruction and materials.
- Practice grade-appropriate writing skills to communicate their conclusions.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Student essays
- Storylines

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- Ladders: Around the World (National Geographic)
- Map Champs (Nystrom)

Other Suggested Resources

- Rand McNally World Atlas and included atlases
- Children's literature



Nutley Public Schools

Social Studies Grade Three

Unit #: Four

Unit Title: Communities in Time

Summary and Rationale

The focus of Grade Three social studies instruction is communities in both time and place. Unit Four now picks up the idea that communities exist in time and that each is defined by its unique historical circumstances. This unit will allow students to understand the importance of sequence and develop a better concept of time on a historical scale. This unit will also help establish the foundation for the subsequent study of early American history that will occur at the end of grade three and during grade four by examining life in historical Native American communities and the early American settlement communities of Jamestown and Plimoth (Plymouth). As with every unit in grade three, appropriate economic concepts will be investigated as students explore how people have made choices over time to ensure their survival. Students should also develop an awareness of how the consequences of choices have persisted over time.

Social Studies, especially in the elementary grades, has a close connection to language arts instruction, and the use of children's literature should be an important part of each unit during the year. Instruction should be linked to reading and writing instruction whenever possible and the social studies curriculum should help inform the choice of books for the classroom libraries. Students should be able link the storylines and issues described in the literature to social studies concepts and content. For this unit, historical fiction can help establish these connections.

Recommended Pacing

Approximately 15 Days

Standards

NJ Student Learning Standards

<i>CPI</i>	<i>CPI Description</i>
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.
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.
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.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
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.
6.1.4.B.3	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.
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.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture,

	economics, and physical environment to understand the concept of regionalism.
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 distribute natural resources.
6.1.4.B10	Identify the major cities of 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 differences.
6.1.4.C.1	Apply <i>opportunity cost</i> (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how <i>scarcity</i> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why <i>incentives</i> vary between and among producers and consumers.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.8	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.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
6.1.4.C.13	Examine the qualities of entrepreneurs in a <i>capitalistic</i> society.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5	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.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.12	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.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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C3 Framework Inquiry Arc

<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Explain why it is important to answer the essential question that guides the inquiry • Explain how the supporting questions help answer the essential inquiry question. • Determine, with appropriate guidance, the social studies concepts, ideas, and sources that will help answer the essential and supporting questions. • Explain why different people may have different perspectives regarding the essential inquiry question, the supporting question, and the concepts, ideas and sources. 	<p>Students will:</p> <ul style="list-style-type: none"> • Apply age-appropriate content and concepts regarding civic and political institutions to the inquiry, explain the processes by which rules, laws, and policies are developed to address human needs, and practice deliberative processes and civic virtues during group and inquiry activities. (Civics) • Explain economic decision making by comparing benefits and costs of decisions, use and apply age-appropriate economic concepts and terms, and explain how exchanges occur in markets, identifying global connections created by these exchanges. (Economics) • Use and apply age-appropriate maps and other geospatial tools and analysis to issues of political, economic, and environmental crises and change, and to the diffusion of peoples, goods, and ideas, identifying appropriate global connections. (Geography) • Place historical events in appropriate chronological order, noting evidence for cause and effect, and explain and compare different perspectives resulting from time and place and the nature of historical sources. (History)
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing different perspectives, applying concepts of fact and opinion, context, bias, and origin to guide the selection. • Use evidence from multiple sources to strengthen and refine claims and develop claims in response to the essential question(s) 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of print and digital methods. • Critique the strengths and weaknesses of presented solutions to inquiries. • Explain different solutions students and others working alone and together might take to solve local, regional, or

and inquiry.	<p>global problems, referencing appropriate social studies concepts and content to predict possible results of suggested actions.</p> <ul style="list-style-type: none"> • Possible examples include: <ul style="list-style-type: none"> ○ Presentations to classmates, teachers, or invited guests ○ Maps, charts, posters, and other visuals ○ Reports and argumentative or informative essays ○ Or, any other examples of assessments (perhaps leading to taking informed action)
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C3 Framework Indicators (K-12 Pathways)

<i>C3 Indicator</i>	<i>C3 Indicator Description (Delete any not used)</i>
D1.1.3-5.	<ul style="list-style-type: none"> • Explain why compelling questions are important to others (e.g., peers, adults).
D1.2.3-5.	<ul style="list-style-type: none"> • Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
D1.3.3-5.	<ul style="list-style-type: none"> • Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
D1.4.3-5.	<ul style="list-style-type: none"> • Explain how supporting questions help answer compelling questions in an inquiry.
D1.5.3-5.	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
D2.Civ.1.3-5.	<ul style="list-style-type: none"> • Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
D2.Civ.2.3-5.	<ul style="list-style-type: none"> • Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
D2.Civ.3.3-5.	<ul style="list-style-type: none"> • Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
D2.Civ.4.3-5.	<ul style="list-style-type: none"> • Explain how groups of people make rules to create responsibilities and protect freedoms.
D2.Civ.5.3-5.	<ul style="list-style-type: none"> • Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
D2.Civ.6.3-5.	<ul style="list-style-type: none"> • Describe ways in which people benefit from and are challenged by working together, including through government, work- places, voluntary organizations, and families.
D2.Civ.7.3-5.	<ul style="list-style-type: none"> • Apply civic virtues and democratic principles in school settings.
D2.Civ.8.3-5.	<ul style="list-style-type: none"> • Identify core civic virtues and democratic principles that guide government, society, and communities.
D2.Civ.9.3-5.	<ul style="list-style-type: none"> • Use deliberative processes when making decisions or reaching judgments as a group.
D2.Civ.10.3-5.	<ul style="list-style-type: none"> • Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.
D2.Civ.11.3-5.	<ul style="list-style-type: none"> • Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
D2.Civ.12.3-5.	<ul style="list-style-type: none"> • Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5.	<ul style="list-style-type: none"> • Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	<ul style="list-style-type: none"> • Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	<ul style="list-style-type: none"> • Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	<ul style="list-style-type: none"> • Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	<ul style="list-style-type: none"> • Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
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D2.Eco.5.3-5.	<ul style="list-style-type: none"> • Explain the role of money in making exchange easier.
D2.Eco.6.3-5.	<ul style="list-style-type: none"> • Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	<ul style="list-style-type: none"> • Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	<ul style="list-style-type: none"> • Identify examples of external benefits and costs.
D2.Eco.9.3-5.	<ul style="list-style-type: none"> • Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	<ul style="list-style-type: none"> • Explain what interest rates are.

D2.Eco.11.3-5.	<ul style="list-style-type: none"> • Explain the meaning of inflation, deflation, and unemployment.
D2.Eco.12.3-5.	<ul style="list-style-type: none"> • Explain the ways in which the government pays for the goods and services it provides.
D2.Eco.13.3-5.	<ul style="list-style-type: none"> • Describe ways people can increase productivity by using improved capital goods and improving their human capital.
D2.Eco.14.3-5.	<ul style="list-style-type: none"> • Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5.	<ul style="list-style-type: none"> • Explain the effects of increasing economic interdependence on different groups within participating nations.
D2.Geo.1.3-5.	<ul style="list-style-type: none"> • Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5.	<ul style="list-style-type: none"> • Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
D2.Geo.3.3-5.	<ul style="list-style-type: none"> • Use maps of different scales to describe the locations of cultural and environmental characteristics.
D2.Geo.4.3-5.	<ul style="list-style-type: none"> • Explain how culture influences the way people modify and adapt to their environments.
D2.Geo.5.3-5.	<ul style="list-style-type: none"> • Explain how the cultural and environmental characteristics of places change over time.
D2.Geo.6.3-5.	<ul style="list-style-type: none"> • Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
D2.Geo.7.3-5.	<ul style="list-style-type: none"> • Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
D2.Geo.8.3-5.	<ul style="list-style-type: none"> • Explain how human settlements and movements relate to the locations and use of various natural resources.
D2.Geo.9.3-5.	<ul style="list-style-type: none"> • Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
D2.Geo.10.3-5.	<ul style="list-style-type: none"> • Explain why environmental characteristics vary among different world regions.
D2.Geo.11.3-5.	<ul style="list-style-type: none"> • Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
D2.Geo.12.3-5.	<ul style="list-style-type: none"> • Explain how natural and human-made catastrophic events in one place affect people living in other places.
D2.His.1.3-5.	<ul style="list-style-type: none"> • Create and use a chronological sequence of related events to compare developments that happened at the same time.
D2.His.2.3-5.	<ul style="list-style-type: none"> • Compare life in specific historical time periods to life today.
D2.His.3.3-5.	<ul style="list-style-type: none"> • Generate questions about individuals and groups who have shaped significant historical changes and continuities.
D2.His.4.3-5.	<ul style="list-style-type: none"> • Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5.	<ul style="list-style-type: none"> • Explain connections among historical contexts and people's perspectives at the time.
D2.His.6.3-5.	<ul style="list-style-type: none"> • Describe how people's perspectives shaped the historical sources they created.
D2.His.9.3-5.	<ul style="list-style-type: none"> • Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.10.3-5.	<ul style="list-style-type: none"> • Compare information provided by different historical sources about the past.
D2.His.11.3-5.	<ul style="list-style-type: none"> • Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	<ul style="list-style-type: none"> • Generate questions about multiple historical sources and their relationships to particular historical events and developments.
D2.His.13.3-5.	<ul style="list-style-type: none"> • Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
D2.His.14.9-12	<ul style="list-style-type: none"> • Explain probable causes and effects of events and developments.
D2.His.16.3-5.	<ul style="list-style-type: none"> • Use evidence to develop a claim about the past.
D2.His.17.3-5.	<ul style="list-style-type: none"> • Summarize the central claim in a secondary work of history.
D3.1.3-5.	<ul style="list-style-type: none"> • Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.2.3-5.	<ul style="list-style-type: none"> • Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	<ul style="list-style-type: none"> • Identify evidence that draws information from multiple sources in response to compelling questions.

D3.4.3-5.	<ul style="list-style-type: none"> Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	<ul style="list-style-type: none"> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	<ul style="list-style-type: none"> Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.3-5.	<ul style="list-style-type: none"> Critique arguments.
D4.5.3-5.	<ul style="list-style-type: none"> Critique explanations.
D4.6.3-5.	<ul style="list-style-type: none"> Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
D4.7.3-5.	<ul style="list-style-type: none"> Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
D4.8.3-5.	<ul style="list-style-type: none"> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Common Core Standards Alignment

<u>C3 Dimension</u>	<u>Common Core ELA Anchor Standards</u>	<u>Shared Language</u>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

Instructional Focus

Enduring Understanding(s)

- People form in communities for mutual support and economic advantage.
- Communities are adapted to their environments, economic activities, and unique historical circumstances.
- Communities engage in economic activities based on their specific geographic locations and places.
- Geospatial tools, such as maps, can help us understand location, place, human-environment interactions, region, and movement.
- Historical communities have specific defining characteristics, and depend upon mutual exchanges.
- Human choices have consequences over time.

<ul style="list-style-type: none"> • The movement of people and ideas can result in cultural cooperation or conflict. • Spatial thinking and geographic tools can be used to describe and analyze spatial patterns and organization of people, places, and environments on Earth.
Essential Questions
<ul style="list-style-type: none"> • Why do people form communities? • How are communities the result of their historical circumstances? • How do the choices of people in the past affect our lives today? • How does perspective influence how someone understands history? • How can economic exchanges and the movement of goods be used to improve people’s lives? • What is freedom? Is it worth making sacrifices? • Why do people and ideas move from one place to another?
Themes
<ul style="list-style-type: none"> • Identity • Work, exchange, and technology • Peopling • Politics and Power • America in the World • Environment and geography — physical and human
Suggested Inquiries:
<ul style="list-style-type: none"> • How are communities the result of their unique historical circumstances and environments? • What is freedom? Is it worth making sacrifices? • How can exchanges between places and cultures improve people’s lives? Are exchanges always beneficial? • What is the proper response when two cultures meet and potentially have conflicts? • What is money, and how can it be used to address economic needs?
Evidence of Learning (Assessments – parenthetical notes reference competencies)
<ul style="list-style-type: none"> • Student essays (Research, Communication, Problem Solving) • Mapping data and areas of interest, and exchanges between them. (Communication, Research, Self and Global Awareness) • Charts of community roles, exchanges (Collaboration, Communication, Research) • Completion of storylines. (Communication)
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • The primary components (ex. key, compass, coordinates, projections) and uses of maps. • People form communities for mutual support and economic advantage. • Communities are adapted to their historical circumstances, environments and economic activities. • Communities engage in economic activities based on their specific geographic locations and places. • Geospatial tools, such as maps, can help us understand location, place, human-environment interactions, region, and movement. • Historical communities have specific defining characteristics, and depend upon mutual exchanges. • Economic exchanges allow for greater increased access to goods and services and an improved standard of living. • The movement of people and ideas is the result of both voluntary choices and involuntary consequences of one culture dominating another. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Use geospatial tools such as maps to communicate their understanding of rural and urban places and the exchanges between them. • Link social studies content to language arts reading instruction and materials. • Sequence historical events. • Practice grade-appropriate writing skills to communicate their conclusions.
Integration

Technology Integration and Use of Data
<ul style="list-style-type: none"> • Use of appropriate online resources • Online collaboration during conduct of inquiries • Digital mapping and heat mapping relevant available historical data to identify patterns and issues. • Use of presentation technology
Writing Integration
<ul style="list-style-type: none"> • Student essays • Storylines
Competencies
<ul style="list-style-type: none"> • Collaboration: all • Communication: all • Research: all • Problem Solving: all • Self and Global Awareness: Personal Management, Social Responsibility, Determination
Suggested Resources
<p><u>District-wide Resources</u></p> <ul style="list-style-type: none"> • Native Americans (Benchmark) • The Thirteen Colonies (National Geographic) <p><u>Other Suggested Resources</u></p> <ul style="list-style-type: none"> • Rand McNally World Atlas and included atlases • Children’s literature (ex. <i>If You Lived in Colonial Times; If You Sailed on the Mayflower</i>) • <i>Voices of Colonial America: New Jersey 1609-1776</i> (National Geographic)



Nutley Public Schools

Social Studies Grade Three

Unit #: Five	
Unit Title: Communities in Early New Jersey	
Summary and Rationale	
<p>The focus of Grade Three social studies instruction is communities in both time and place. Unit Five builds upon the previous unit's idea that communities exist in time and that each is defined by its unique historical circumstances. This unit will allow students to apply these ideas to the early history of New Jersey. This unit will also help establish the foundation for the subsequent study of New Jersey and early American history that now occurs at the end of grade three and will continue during grade four by examining life in the historical communities of Pre-Colombian and colonial New Jersey. As with every unit in grade three, appropriate economic concepts will be investigated as students explore how people have made choices over time to ensure their survival. Students should also develop an awareness of how the consequences of choices have persisted over time.</p> <p>Social Studies, especially in the elementary grades, has a close connection to language arts instruction, and the use of children's literature should be an important part of each unit during the year. Instruction should be linked to reading and writing instruction whenever possible and the social studies curriculum should help inform the choice of books for the classroom libraries. Students should be able link the storylines and issues described in the literature to social studies concepts and content.</p>	
Recommended Pacing	
Approximately 11 Days	
Standards	
NJ Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
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.
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.
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.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
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.
6.1.4.B.3	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.
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.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

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 distribute natural resources.
6.1.4.B10	Identify the major cities of 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 differences.
6.1.4.C.1	Apply <i>opportunity cost</i> (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how <i>scarcity</i> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why <i>incentives</i> vary between and among producers and consumers.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.8	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.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
6.1.4.C.13	Examine the qualities of entrepreneurs in a <i>capitalistic</i> society.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5	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.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.
6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons

	for changes.
6.1.4.D.12	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.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

C3 Framework Inquiry Arc	
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<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Explain why it is important to answer the essential question that guides the inquiry • Explain how the supporting questions help answer the essential inquiry question. • Determine, with appropriate guidance, the social studies concepts, ideas, and sources that will help answer the essential and supporting questions. • Explain why different people may have different perspectives regarding the essential inquiry question, the supporting question, and the concepts, ideas and sources. 	<p>Students will:</p> <ul style="list-style-type: none"> • Apply age-appropriate content and concepts regarding civic and political institutions to the inquiry, explain the processes by which rules, laws, and policies are developed to address human needs, and practice deliberative processes and civic virtues during group and inquiry activities. (Civics) • Explain economic decision making by comparing benefits and costs of decisions, use and apply age-appropriate economic concepts and terms, and explain how exchanges occur in markets, identifying global connections created by these exchanges. (Economics) • Use and apply age-appropriate maps and other geospatial tools and analysis to issues of political, economic, and environmental crises and change, and to the diffusion of peoples, goods, and ideas, identifying appropriate global connections. (Geography) • Place historical events in appropriate chronological order, noting evidence for cause and effect, and explain and compare different perspectives resulting from time and place and the nature of historical sources. (History)
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing different perspectives, applying concepts of fact and opinion, context, bias, and origin to guide the selection. • Use evidence from multiple sources to 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of print and digital methods. • Critique the strengths and weaknesses of presented solutions to inquiries.

strengthen and refine claims and develop claims in response to the essential question(s) and inquiry.	<ul style="list-style-type: none"> • Explain different solutions students and others working alone and together might take to solve local, regional, or global problems, referencing appropriate social studies concepts and content to predict possible results of suggested actions. • Possible examples include: <ul style="list-style-type: none"> ○ Presentations to classmates, teachers, or invited guests ○ Maps, charts, posters, and other visuals ○ Reports and argumentative or informative essays ○ Or, any other examples of assessments (perhaps leading to taking informed action)
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C3 Framework Indicators (K-12 Pathways)

<u>C3 Indicator</u>	<u>C3 Indicator Description (Delete any not used)</u>
D1.1.3-5.	<ul style="list-style-type: none"> • Explain why compelling questions are important to others (e.g., peers, adults).
D1.2.3-5.	<ul style="list-style-type: none"> • Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
D1.3.3-5.	<ul style="list-style-type: none"> • Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
D1.4.3-5.	<ul style="list-style-type: none"> • Explain how supporting questions help answer compelling questions in an inquiry.
D1.5.3-5.	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
D2.Civ.1.3-5.	<ul style="list-style-type: none"> • Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
D2.Civ.2.3-5.	<ul style="list-style-type: none"> • Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
D2.Civ.3.3-5.	<ul style="list-style-type: none"> • Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
D2.Civ.4.3-5.	<ul style="list-style-type: none"> • Explain how groups of people make rules to create responsibilities and protect freedoms.
D2.Civ.5.3-5.	<ul style="list-style-type: none"> • Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
D2.Civ.6.3-5.	<ul style="list-style-type: none"> • Describe ways in which people benefit from and are challenged by working together, including through government, work- places, voluntary organizations, and families.
D2.Civ.7.3-5.	<ul style="list-style-type: none"> • Apply civic virtues and democratic principles in school settings.
D2.Civ.8.3-5.	<ul style="list-style-type: none"> • Identify core civic virtues and democratic principles that guide government, society, and communities.
D2.Civ.9.3-5.	<ul style="list-style-type: none"> • Use deliberative processes when making decisions or reaching judgments as a group.
D2.Civ.10.3-5.	<ul style="list-style-type: none"> • Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.
D2.Civ.11.3-5.	<ul style="list-style-type: none"> • Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
D2.Civ.12.3-5.	<ul style="list-style-type: none"> • Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5.	<ul style="list-style-type: none"> • Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	<ul style="list-style-type: none"> • Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	<ul style="list-style-type: none"> • Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	<ul style="list-style-type: none"> • Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	<ul style="list-style-type: none"> • Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
D2.Eco.4.3-5.	<ul style="list-style-type: none"> • Explain why individuals and businesses specialize and trade.
D2.Eco.5.3-5.	<ul style="list-style-type: none"> • Explain the role of money in making exchange easier.
D2.Eco.6.3-5.	<ul style="list-style-type: none"> • Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	<ul style="list-style-type: none"> • Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	<ul style="list-style-type: none"> • Identify examples of external benefits and costs.

D2.Eco.9.3-5.	<ul style="list-style-type: none"> Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	<ul style="list-style-type: none"> Explain what interest rates are.
D2.Eco.11.3-5.	<ul style="list-style-type: none"> Explain the meaning of inflation, deflation, and unemployment.
D2.Eco.12.3-5.	<ul style="list-style-type: none"> Explain the ways in which the government pays for the goods and services it provides.
D2.Eco.13.3-5.	<ul style="list-style-type: none"> Describe ways people can increase productivity by using improved capital goods and improving their human capital.
D2.Eco.14.3-5.	<ul style="list-style-type: none"> Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5.	<ul style="list-style-type: none"> Explain the effects of increasing economic interdependence on different groups within participating nations.
D2.Geo.1.3-5.	<ul style="list-style-type: none"> Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
D2.Geo.3.3-5.	<ul style="list-style-type: none"> Use maps of different scales to describe the locations of cultural and environmental characteristics.
D2.Geo.4.3-5.	<ul style="list-style-type: none"> Explain how culture influences the way people modify and adapt to their environments.
D2.Geo.5.3-5.	<ul style="list-style-type: none"> Explain how the cultural and environmental characteristics of places change over time.
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D2.His.6.3-5.	<ul style="list-style-type: none"> Describe how people's perspectives shaped the historical sources they created.
D2.His.9.3-5.	<ul style="list-style-type: none"> Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.10.3-5.	<ul style="list-style-type: none"> Compare information provided by different historical sources about the past.
D2.His.11.3-5.	<ul style="list-style-type: none"> Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	<ul style="list-style-type: none"> Generate questions about multiple historical sources and their relationships to particular historical events and developments.
D2.His.13.3-5.	<ul style="list-style-type: none"> Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
D2.His.14.9-12	<ul style="list-style-type: none"> Explain probable causes and effects of events and developments.
D2.His.16.3-5.	<ul style="list-style-type: none"> Use evidence to develop a claim about the past.
D2.His.17.3-5.	<ul style="list-style-type: none"> Summarize the central claim in a secondary work of history.
D3.1.3-5.	<ul style="list-style-type: none"> Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.2.3-5.	<ul style="list-style-type: none"> Use distinctions among fact and opinion to determine the credibility of multiple sources.

D3.3.3-5.	<ul style="list-style-type: none"> Identify evidence that draws information from multiple sources in response to compelling questions.
D3.4.3-5.	<ul style="list-style-type: none"> Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	<ul style="list-style-type: none"> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	<ul style="list-style-type: none"> Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.3-5.	<ul style="list-style-type: none"> Critique arguments.
D4.5.3-5.	<ul style="list-style-type: none"> Critique explanations.
D4.6.3-5.	<ul style="list-style-type: none"> Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
D4.7.3-5.	<ul style="list-style-type: none"> Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
D4.8.3-5.	<ul style="list-style-type: none"> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

Instructional Focus

Enduring Understanding(s)

- People form in communities for mutual support and economic advantage.
- Communities are adapted to their environments, culture, economic activities, and historical circumstances.
- Communities engage in economic activities based on their specific geographic locations and places.
- Geospatial tools, such as maps, can help us understand location, place, human-environment interactions, region, and movement.

<ul style="list-style-type: none"> • Historical communities have specific defining characteristics, and depend upon mutual exchanges. • People and ideas move to different places and regions as a result of voluntary choices and involuntary compulsion due to the dominance of one culture over another. • Human choices have consequences over time. • Contact between cultures can lead to cooperation or conflict. • Spatial thinking and geographic tools can be used to describe and analyze spatial patterns and organization of people, places, and environments on Earth.
Essential Questions
<ul style="list-style-type: none"> • Why do people form communities? • How are communities the result of their historical circumstances? • How do the choices of people in the past affect our lives today? • How does perspective influence how someone understands history? • How can economic exchanges and the movement of goods be used to improve people's lives? • What is freedom? Is it worth making sacrifices? • Why do people and ideas move from one place to another?
Themes
<ul style="list-style-type: none"> • Identity • Work, exchange, and technology • Peopling • Politics and Power • America in the World • Environment and geography — physical and human
Suggested Inquiries:
<ul style="list-style-type: none"> • How are communities the result of their unique historical circumstances? • What is freedom? Is it worth making sacrifices? • \What is the legacy of early New Jersey inhabitants for the state's current citizens? • How can exchanges between places and cultures improve people's lives? Are exchanges always beneficial? • What is the proper response when two cultures meet and potentially have conflicts? • What is money, and how can it be used to address economic needs?
Evidence of Learning (Assessments – parenthetical notes reference competencies)
<ul style="list-style-type: none"> • Student essays (Research, Communication, Problem Solving) • Mapping data and areas of interest, and exchanges between them. (Communication, Research, Self and Global Awareness) • Charts of community roles, exchanges (Collaboration, Communication, Research) • Completion of storylines. (Communication)
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • The primary components (ex. key, compass, coordinates, projections) and uses of maps. • People form communities for mutual support and economic advantage. • Communities are adapted to their historical circumstances, environments and economic activities. • Communities engage in economic activities based on their specific geographic locations and places. • Geospatial tools, such as maps, can help us understand location, place, human-environment interactions, region, and movement. • Historical communities have specific defining characteristics, and depend upon mutual exchanges. • Economic exchanges allow for greater increased access to goods and services and an improved standard of living. • The movement of people and ideas is the result of both voluntary choices and involuntary consequences of one culture dominating another. • Many current New Jersey communities (ex. Newark, Elizabeth, New Brunswick, Morristown, Nutley) have their origins in the choices made by early New Jersey settlers.

- The Lenape originally settled New Jersey, and lost their communities to European settlers.

Students will be able to:

- Use geospatial tools such as maps to communicate their understanding of rural and urban places and the exchanges between them.
- Sequence historical events.
- Link social studies content to language arts reading instruction and materials.
- Practice grade-appropriate writing skills to communicate their conclusions.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Student essays
- Storylines

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

Crossroads of the American Revolution <http://revolutionarynj.org/>

Other Suggested Resources

- *Voices from Colonial America: New Jersey 1609-1776*
- Rand McNally World Atlas and included atlases
- Children's literature