



# PISCATAWAY TOWNSHIP SCHOOLS

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**Content Area:** Social Studies  
**Grade Span:** Grade 3  
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## COURSE OVERVIEW

Description		
<p>This course provides the third-grade student with an overview of American History from American government, human rights and communities to the culture that manifested into various regions in the United States. Students will learn about historical and fictional characters from New Jersey and other regions of the United States and how they greatly contributed to American heritage. Students will delve into geography, studying the five regions, landforms, and resources that have affected where we live. Students will also identify and describe the role and relationships among businesses, households, laborers and governments within the economic system.</p>		
Goals		
<p>The goal of this 3<sup>rd</sup> grade social studies course is devoted to fostering, to all learners, the ability to understand the world and to have an appreciation of American heritage. Students will develop critical thinking skills, use various resources to research and understand world history, while acquiring the basic understandings needed to apply this knowledge to their lives as citizens.</p>		
Scope and Sequence		
Unit	Topic	Length
Unit 1	America in the World-Civics, Government, Human Rights	MP 1
Unit 2	Geography, People and the Environment	MP 2
Unit 3	History, Culture, and Perspectives	MP 3
Unit 4	Economics. Innovations and Technology	MP 4
Resources		
<p><b>Suggested Resources:</b> Resources from: United Streaming, Reading A-Z, Teachers Pay Teachers, The Amistad Project , Tolerance.org, Education.com, Super Teacher Worksheets, and PBS learning</p>		

# UNIT 1: America in the World-Civics, Government, and Human Rights

Summary and Rationale	
Unit 1, <i>America in the World-Civics, Government, Human Rights</i> , focuses on preparing students to be active and responsible citizens in the American democratic republic. This study emphasizes the rules, laws and structure for decision-making and the ongoing need to balance individual rights and public needs	
Recommended Pacing	
MP 1 September to November	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
<b>Core Idea:</b>	<b>In a representative democracy, individuals play a role in how the government functions.</b>
6.1.5 Civics PI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5 Civics PI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
<b>Core Idea:</b>	<b>In a representative democracy, individuals elect representatives to act on the behalf of the people.</b>
6.1.5 Civics PI.3	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
<b>Core Idea:</b>	<b>Levels of government (i.e., local, state, and federal) have different powers and responsibilities.</b>
6.1.5 Civics PI.4	Describe the services our government provides the people in the community, state and across the United States.
6.1.5 Civics PI.5	Explain how the government functions at the local, county, and state level.
6.1.5 Civics PI.6	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.5 Civics PI.7	Explain how national and state governments share power in the federal system of government.
6.1.5 Civics PI.8	Describe how the United States Constitution defines and limits the power of government.
6.1.5 Civics PI.9	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
<b>Core Idea:</b>	<b>Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).</b>

6.1.5 Civics PD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
6.1.5 Civics PD.3	Explain how the fundamental rights of the individual and the common good of the country depend upon all members of society exercising their civic responsibilities at the community, state, national, and global levels.
<b>Core Idea:</b> 6.1.5 Civics PR.1	<b>There are different processes for establishing rules and laws.</b> Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
<b>Core Idea:</b> 6.1.5 Civics PR.3	<b>Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.</b> Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
<b>Core Idea:</b> 6.1.5 Civics HR.1	<b>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</b> Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
<b>Core Idea:</b> 6.1.5 Civics HR.4	<b>Individuals have the right to be safe and not to be bullied or discriminated against.</b> Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
<b>Core Idea:</b> 6.1.5 Civics CM.4	<b>Certain dispositions help individuals contribute to the health of American democracy.</b> Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
6.1.5 Civics CM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

### Instructional Focus

#### Unit Enduring Understandings

- The process of local government
- Various communities and government leaders of America
- Citizens, civic ideals, and government institutions and how they interact to balance the needs of individuals and the common good fundamental freedoms guaranteed by the US Constitution and Bill of Rights and how they contribute to democracy
- Communities, rules and laws were created by governments to protect the rights of people and help resolve conflicts
- The importance and meaning of important documents such as the US Constitution, and Bill of Rights as well as the roles they play today

#### Unit Essential Questions

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- What is government and what role does it play?

- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How and why did governments create rules? Can you give an example?
- In what ways do government leaders impact our communities?
- What are the basic values and principles of American democracy?
- How does the community affect my life?
- Why do people live in communities?
- How can citizens and groups effectively participate in the democratic process?

## Objectives

### Students will know:

- The needs for rules, laws and government
- Justice means fairness to all
- American citizens of all ages can participate in community and political life
- American values and principles
- The constitution and American democracy
- Citizens work collaboratively for the common good to solve local issues

### Students will be able to:

- Identify and use new vocabulary, such as rules, authority, laws, common good, community, citizenship, freedom, government, democracy, US Constitution, and Bill of Rights, suburban, rural, and urban
- Read nonfiction texts and utilize basic nonfiction text features (table of contents, captions, headings, and photographs) to aid in understanding of the text.
- Discuss communities and how rules and laws created by governments protect the rights of people, help resolve conflicts, and promote the "common good".
- Identify various community and government leaders.
- Explain fundamental freedoms guaranteed by the US Constitution and Bill of Rights and how they contribute to democracy.
- Describe civic leadership qualities
- Relate historical documents to present day government and leadership

## Resources

### Core Text: Studies Weekly

**Suggested Resources:** Resources from: United Streaming, Reading A-Z, Teachers Pay Teachers, The Amistad Project , Tolerance.org, Education.com, Super Teacher Worksheets, and PBS learning

**Suggested Resources:**

- Interactive whiteboard (preferred), tablet, or computer screen
- 8-inch squares of white or light-colored construction paper
- Markers, decorations and/or collage materials

## UNIT 2: America in the World-Geography, People, and the Environment

Summary and Rationale	
Unit 2, <i>America in the World-Civics, Geography, People, and the Environment</i> focuses on helping students understand how the geography of a land and the people that inhabit it help to affect the culture and society. Students will discuss different characteristics of parts of New Jersey and what those areas are best suited for.	
Recommended Pacing	
MP 2- November to January	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
<b>Core Idea:</b>	<b>Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.</b>
6.1.5 Geo PP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5 Geo PP.2	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.
<b>Core Idea:</b>	<b>Patterns of settlement differ markedly from region to region, place to place, and time to time.</b>
6.1.5 Geo PP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
<b>Core Idea:</b>	<b>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</b>
6.1.5 Geo SV.1	Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
6.1.5 Geo SV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
6.1.5 Geo SV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
<b>Core Idea:</b>	<b>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</b>
6.1.5 Geo HE.1	

6.1.5 Geo HE.2	<p>Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</p> <p>Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p>
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**Instructional Focus**

**Unit Enduring Understandings**

- The way people choose to use and distribute natural resources impact the environment and the culture of a community.
- Landforms, climate, weather, and the availability of resources have affected where and how people live in different regions of New Jersey.
- Nonfiction text features help readers understand the information in a text.
- Maps can be used to show the features of the land.
- Different regions of New Jersey are more suited for development than others.

**Unit Essential Questions**

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- What impact do people have on their environments?
- Why are different areas of New Jersey more suited for development than others?
- How do maps help us understand the geography of a place?
- What impact do landforms, climate, weather and the availability of resources have on the people in a community?

**Objectives**

- Students will know:**
- How to use a map
  - What are natural resources and why are they important?
  - The impacts of distribution and trade
  - How manufacturing is done in New Jersey
  - Identify and describe characteristics of New Jersey: nickname, state bird, flower, etc.
- Students will be able to:**
- Identify and use new vocabulary, such as natural resources. compass rose, map key, symbol, scale, mountain, valley, river, gulf, etc.
  - Explain how landforms, climate, weather, and availability of resources have affected where and how people live in different regions of New Jersey.
  - Compare and contrast information that can be found on different maps and how that information may be useful.
  - Compare and contrast characteristics of locations in New Jersey and why some locations are more suited for development than others. (trade, transportation, natural resources)



## Resources

**Core Text:** Studies Weekly

**Suggested Resources:** Resources from:  
United Streaming, Reading A-Z, Teachers  
Pay Teachers, The Amistad Project ,  
Tolerance.org, Education.com, Super  
Teacher Worksheets, and PBS learning

## UNIT 3: History, Culture, and Perspectives

<b>Summary and Rationale</b>	
Unit 3, <i>History, Culture and Perspectives</i> , is aligned with the New Jersey Learning standards and supports the student in acquiring the skills to think analytically about how past and present interactions of people, cultures and environment shape the American heritage.	
<b>Recommended Pacing</b>	
MP 3 January to March	
<b>State Standards</b>	
<b>Standard</b>	
CPI #	Cumulative Progress Indicator (CPI)
<b>Core Idea:</b>	<b>Chronological sequencing helps us track events over time.</b>
6.1.5 History CC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
<b>Core Idea:</b>	<b>Interactions of people and events throughout history have shaped the world we experience today.</b>
6.1.5 History CC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
6.1.5 History CC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.5 History CC.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.5 History CC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
<b>Core Idea:</b>	<b>Events may be viewed differently based on one's perspective.</b>
6.1.5 History UP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
<b>Core Idea:</b>	<b>Historical records are shaped by the society that the creator lived in.</b>
6.1.5 History UP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	

- Various groups, especially European colonies, had a great impact on American Heritage.
- Identify cause and effect relationships of immigration.
- The challenges immigrants faced during their venture to the United States.
- Folklore and historical figures shaped the American heritage.
- The relationships of immigration and why immigrants came to New Jersey and the United States
- The impact of European colonization on the Lenni Lenape in New Jersey.

### Unit Essential Questions

- Why did immigrants come to New Jersey and the United States? How did immigrants impact the state and nation?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change? How do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
- How have various communities adapted to existing environments?
- How does a culture influence the physical environment around them?

### Objectives

#### Students will know:

- The key events that took place in the United States, as well as the state of New Jersey
- The influence of Native American groups and how they manifested into different regions
- As a citizen, individuals have responsibilities to contribute to society
- Historical symbols and ideas they represent, play a role in understanding American history
- There are many different cultures within the classroom and the community
- Cultures include traditions, beliefs, values and ideas

#### Students will be able to:

- Use new vocabulary such as: colonization, cultural diversity, immigration
- Evaluate the cause and effect relationships of immigration
- Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- Determine the impact of European colonization on the Leni Lenape in New Jersey.
- Research, analyze and synthesize information on American history
- Understand and explain the how the American identity evolved over time
- Describe why it is important to understand the perspectives of others

### Resources

#### Core Text: Studies Weekly

**Suggested Resources:** Resources from:  
United Streaming, Reading A-Z, Teachers

## **\*Holocaust/Amistad/LGBTQ/AAPI Connections\***

### **To be taught as part of Unit 3: History, Culture, and Perspective**

In grade 3, students will acquire the skills to think analytically about how past and present interactions of people, cultures and environment shape the American heritage. Emphasis is given to Native American tribes from New Jersey, namely the Lenni Lenape tribe.

In grade 3, students will also focus on preparing to be active and responsible citizens in the American democratic republic. This study emphasizes the rules, laws and structure for decision-making and the ongoing need to balance individual rights and public needs.

**Books:** (Teacher can incorporate additional texts as needed.)

- Good for Thurgood by Marvin Bird
- Barack Obama by R.K. Burrice
- Up From Slavery by Booker T. Washington
- Website: NJ Amistad Commission Units  
<http://www.njamistadcurriculum.net/history/units>
- <http://4msandmeier.weebly.com/lenni-lenape.html>
- Free At Last, A Juneteenth Poem
- How to Spot a Best Friend
- Amistad, The Story of a Slave Ship (Penguin Young Readers)

**SS Unit: Slavery:** Students are encouraged to talk about the fact that enslaved indigenous people and Africans came from nations with diverse cultures and traditions and that they continued many of these traditions while enslaved.

- 3.A Indigenous peoples have always governed their own nations in the lands that are now the United States.
- 3.B Europeans enslaved millions of Indigenous people when they invaded the Americas. Other Indigenous communities were attacked through warfare, diseases, land dispossession and forced assimilation.
- 3.C The rich cultures of Indigenous people persisted despite the colonial invasion. Many people are working to support the resurgence of Indigenous languages and ways of seeing the world.

- 3.D Africa is a continent that has always been home to many people, nations and cultures.
- 3.E Millions of people were brought against their will from Africa and enslaved in the Americas.
- 3.F Enslaved Africans brought skills, food, music, clothing, language and religious practices with them to the Americas, a cultural heritage that is still with us in our daily lives.

**Resources:** TEACHING HARD HISTORY A FRAMEWORK FOR TEACHING AMERICAN SLAVERY by TeachingTolerance.org, located at <https://www.tolerance.org/sites/default/files/2019-11/Teaching-Hard-History-American-Slavery-Framework-K-5.pdf>

**ELA:** The Reading and Writing Workshop Units of Study curriculum emphasizes student choice and independence. Besides incorporating diverse books into our classroom libraries for the independent reading that is key to the curriculum, diverse mentor texts for the explicit instruction of reading and writing are incorporated as well. Some sample texts include Make Way for Dyamonde Daniel, Come on Rain, Indian Shoes, Because of Winn Dixie...In the writing units, emphasis is placed on student choice of topics, so our students are writing about their lives and thoughts and bringing their experiences into the classroom. One of the writing units is a social issues unit in which students choose their own social issues to read about and write about.

**\*\*Core Idea:** It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.

**6.1.5.Civics HR.2:** Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change and inspiring social activism in subsequent generations.\*\*

## UNIT 4: Economics, Innovation, and Technology

<b>Summary and Rationale</b>	
Unit 4, <i>Economics, Innovation, and Technology</i> , is aligned with the New Jersey Learning standards and supports the student in acquiring the skills to think analytically about how technological developments have changed the way people live in their environments. Students will understand how an economic system works.	
<b>Recommended Pacing</b>	
MP 4 April to June	
<b>State Standards</b>	
<b>Standard</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Core Idea:</b>	<b>An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.</b>
6.1.5 Econ ET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
<b>Core Idea:</b>	<b>The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.</b>
6.1.5 Econ EM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
6.1.5 Econ EM.3	Describe how supply and demand influence price and output of products.
6.1.5 Econ EM.4	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.
<b>Core Idea:</b>	<b>A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.</b>
6.1.5 Econ NM.3	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.5 Econ NM.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.5 Econ NM.5	Explain how the availability of private and public goods and services is influenced by the government and the global economy.
<b>Core Idea:</b>	<b>Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.</b>

6.1.5 Econ GE.2	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.
6.1.5 Econ GE.4	Compare and contrast how the availability of resources affects people across the world differently.

**Instructional Focus**

**Unit Enduring Understandings**

- Individuals, groups, and societies make difficult choices about scarce resources that lead to both positive and negative consequences for those people.
- Technological developments have changed the way people live and the way economies and governments function.
- Supply and demand influence the price and output of products.
- Economies are made up of producers and consumers.
- Countries depend on each other for products and natural resources.

**Unit Essential Questions**

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

**Objectives**

**Students will know:**

- The impact of ideas and inventions in New Jersey and the world
- How goods and services are distributed throughout the world and how this affects global relations.
- The difference between goods and services, producers and consumers.
- Thomas Edison’s inventions impacted New Jersey.
- Canal transportation helped the economy in New Jersey
- Supply and demand influences the price and output of products.

**Students will be able to:**

- Use new vocabulary such as: goods, services, supply and demand, producers, consumers, economic system, global market
- Distinguish between goods and services.
- Describe how supply and demand influences the price and output of products.
- Define consumers as buyers and producers as workers and sellers
- Discuss the interdependence of the global economy.
- Discuss how the United States interacts with other nations of the world and how productions, distribution, and consumption of goods and services are interrelated and affected by the global market.
- Evaluate the impact of Thomas Edison’s ideas and inventions in New Jersey

**Resources**

**Core Text: Studies Weekly**  
**Suggested Resources:** Resources from:  
 United Streaming, Reading A-Z, Teachers

Pay Teachers, The Amistad Project ,  
Tolerance.org, Education.com, Super  
Teacher Worksheets, and PBS learning