

Course Name: Grade 3 Social Studies

Course Description:

This course includes a mix of fundamental concepts integral to the social studies. Students continue to deepen their understanding of core concepts across the social sciences, and they begin to develop more complex skills in each area. Students expand their understanding of concepts like problem solving, decision-making and the common good as they explore the functions and levels of government (local, state and federal). They learn about the ways that citizens participate in the government and the importance of making all voices heard in a democratic society. This course also addresses the history of Scotch Plains and Fanwood in the context of U.S. history by asking the questions, “How and why do communities change over time?” and “Why is it important that all members of the community have an opportunity to contribute, innovate and invent?” By acknowledging the diversity of the people who have created, invented and built the abstract and concrete things that have made our community what it is today, students develop an appreciation for diversity and equality. The course concludes with a study of the economic system and the various concepts students must utilize when making economic decisions. Students will apply their understanding of economic concepts to contemporary issues that directly impact children.

Course Proficiencies: The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Engage in discussion with others by sharing ideas and opinions supported by evidence, considering multiple perspectives, and recognizing when one’s own ideas or opinions might evolve based on new information and insights. (6.1.5.HistoryUP.6, 6.1.5.HistoryUP.7, 6.1.5.CivicsCM.3)
2. Evaluate rules and laws, procedures and decisions to determine whether or not they are fair and just, and whether or not they promote the common good. (6.1.5.CivicsPR.3, 6.1.5.EconNM.1)
3. Recognize the role of both authority figures and members of community in the decision-making and problem-solving process. (6.1.5.CivicsPR.1, 6.1.5.CivicsCM.4, 6.1.5.CivicsCM.6)
4. Identify the levels of government, the functions of each level of government, and the ways that leaders are chosen in a representative democracy. (6.1.5.CivicsPR.4, 6.1.5.CivicsPI.7, 6.1.5.CivicsPI.5, 6.1.5.CivicsPI.6)

5. Describe the ways that citizens can participate in the government including by voting in elections, participating in public meetings and participating in peaceful demonstrations. (6.1.5.CivicsCM.2, 6.1.5.CivicsPD.2, 6.1.5.CivicsCM.6, 6.1.5.CivicsPD.1)
6. Describe the election process, including the qualifications of candidates for various positions and how voters make decisions. (6.1.5.CivicsPI.7, 6.1.5.CivicsPD.1)
7. Describe features of the Lenni Lenape culture and recognize that the land which comprises the United States today was originally inhabited by indigenous Native American cultures. (6.1.5.CivicsCM.5, 6.1.5.HistoryCC.8)
8. Explain how various diverse groups of people, including immigrants from other countries, came to settle in Scotch Plains and Fanwood, and the ways that each group contributed to the ways that the community changed over time. (6.1.5.CivicsCM.1, 6.1.5.CivicsHR.4, 6.1.5.CivicsHR.2, 6.1.5.HistoryCC.9, 6.1.5.CivicsPR.2, 6.1.5.CivicsCM.5)
9. Explore various methods of transportation, communication, and technological development, how they are interrelated in the scope of history, and the impact of monumental changes in transportation, communication, and technology to society and the lives of people in the United States. (6.1.5.EconNM.3, 6.1.5.EconGE.1, 6.1.5.GeoHE.2)
10. Explain how creativity and innovation resulted in scientific achievement and inventions by diverse people in New Jersey and the United States (6.1.5.EconNM.4, 6.1.5.HistoryCC.9)
11. Describe the contributions of people in the United States who worked to ensure equal rights and create better communities for all people (6.1.5.HistoryCC.9)
12. Explain the fundamental components of a market system and apply economic reasoning to determine how resources are allocated. (6.1.5.EconNM.5, 6.1.5.EconNM.7, 6.1.5.EconEM.2, 6.1.5.EconEM.3, 6.1.5.EconEM.5, 6.1.5.EconET.1)
13. Consider the role of individuals and governments in making economic decisions and policies that impact the way resources are utilized. 6.1.5.EconNM.6, 6.1.5.EconNM.7, 6.1.5.EconEM.1, 6.1.5.EconEM.5
14. Utilize the economic concepts such as scarcity, opportunity cost, and supply and demand to explain economic reasoning and decision-making. 6.1.5.EconEM.1, 6.1.5.EconET.3
15. Recognize the ways that a global economy impacts the decisions that individual consumers and entrepreneurs, companies and countries make regarding how they utilize scarce resources. (6.1.5.EconGE.2, 6.1.5.EconGE.3, 6.1.5.EconGE.4)
16. Evaluate the ways in which human rights can be promoted or violated by economic policies and decisions (6.1.5.CivicsHR.3, 6.1.5.EconET.2, 6.3.5.EconET.1)

Assessments:

1. Individual and group projects
2. Multimedia presentations
3. Classroom discussion
4. Open-ended responses and essays

Board Adopted Materials:

Texts:

Social Studies Alive: Our Community and Beyond
Teachers Curriculum Institute, 2022