



Suggested Grade 3 Social Studies Curriculum Framework

The 2020 New Jersey Students Learning Standards for Social Studies Curriculum Framework was created in order to provide a sample of how the performance expectations may be organized and implemented in each grade to facilitate a progressive understanding of the content area. In Grade 3 it is suggested to teach Unit 1 in the beginning of the school year to expand the prior knowledge learned about the roles and responsibilities of citizens. The other units may be taught in any order. It is recommended in teaching these units to infuse them with other content areas. Interdisciplinary connections with ELA, Science, and Math support inquiry and critical thinking. The instructional framework may guide the development of curricula as well as assist in lesson planning.

Social Studies Practices

The social studies practices presented in the standards identify skills that social scientists and citizens need to successfully navigate the world around them. There are seven social studies practices or skills that can be organized into three categories: investigating, sensemaking, and communicating and taking action. These are skills that must be explicitly taught in the social studies classroom from kindergarten through twelfth grade, increasing in complexity and rigor each academic year. Social studies instruction should be driven by the development and acquisition of skills, also known as practices. The practices identify the skills students need to construct knowledge within the content area. These seven practices are embedded throughout the performance expectations and are integrated into the student learning objectives to demonstrate grade-appropriate implementation.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <input type="checkbox"/> Developing questions and planning inquiry <input type="checkbox"/> Gathering and evaluating sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeking diverse perspectives <input type="checkbox"/> Developing claims and using evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenting arguments and explanations <input type="checkbox"/> Engaging in civil discourse and critiquing conclusions <input type="checkbox"/> Taking informed action

Notes for Use:

- **Bolded boxes** indicate performance expectations that can be taught together.



Grade 3 – Unit 1: The Roles of Citizens

Rationale

This unit focuses on identifying and exemplifying traits needed in a fair and just society. The beginning of every school year begins with an understanding of rules, procedures and expectations, an essential understanding of any society. Having students understand that the classroom is a microcosm of the greater world will help them relate and connect larger concepts to the functioning of the classroom and society. In order to gain student interest, teachers may conduct an interdisciplinary unit with English Language Arts focusing on student selected biographies of individuals that positively impacted the world, reading documents, collaborative discussions, and making presentations. This allows student choice and increased diversity and cultural representation. The performance expectations can be met as students conduct their own analysis on their individuals of choice as well as share with their peers. By collectively examining the different lives, experiences and traits of individuals, students can identify ways they themselves can learn from that and make the world a better place themselves. In order to assess this unit, the class will identify a school or local problem and propose a solution.

Core Idea	Performance Expectations	Student Learning Objectives Students will be able to...	Resources/Interdisciplinary Suggestions
Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.	<ul style="list-style-type: none"> To understand why rules and procedures are important and the problems that develop without a plan of action. To review the Handbook of School Rules, understand the reasons for them, and how they were developed and approved. 	<ul style="list-style-type: none"> Use the procedures for writing a story, supporting a claim, a teacher’s weekly lesson plan, and procedures for a fire drill. National, State and Local Government
Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.	<ul style="list-style-type: none"> Analyze how a policy in your school was developed and implemented. To explain the importance of rules in traffic, public areas, health, bike helmets, etc. 	<ul style="list-style-type: none"> Provide examples of rules in sports, games, grammar. Use examples from Aesop’s Fables. Aesop’s Fables Interactive Book (Library of Congress)



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			<ul style="list-style-type: none"> • Democratic Values and Beliefs Sort (NJ Center for Civic Education)
Certain dispositions help individuals contribute to the health of American democracy.	6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.	<ul style="list-style-type: none"> • To demonstrate through personal stories the responsibilities of citizens to help others. 	<ul style="list-style-type: none"> • Provide examples in literature of people who help others, invite a school counselor to speak to your class about their work. • Tips for Teaching Citizenship in Primary Schools (Kaplan Learning) • What Can a Citizen Do? (By David Eggers)
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).	<ul style="list-style-type: none"> • To identify examples of civil and human rights, examples of the struggle for rights, and our responsibility to protect the rights of all individuals. 	<ul style="list-style-type: none"> • Read excerpts from <i>Charlotte's Web</i> by E.B. White
Certain dispositions help individuals contribute to the health of American democracy.	6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.	<ul style="list-style-type: none"> • To identify examples of self-discipline, respect for different views and perspectives, and supporting the common good. 	<ul style="list-style-type: none"> • Listen to songs about respect and self-discipline.
Certain dispositions help individuals contribute to the health of American democracy.	6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.	<ul style="list-style-type: none"> • To explain how collaboration supports problem solving. • To cite examples of people working together in your school and community • To identify multiple perspectives on an issue in your school or community 	<ul style="list-style-type: none"> • Read excerpts from <i>Save Me a Seat</i> by Gita Varadarajan Sarah Weeks.
In a representative democracy, individuals play a role in how government functions.	6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through	<ul style="list-style-type: none"> • To identify clubs and organizations in your school and community that are making a positive difference by 	<ul style="list-style-type: none"> • Tips for Teaching Citizenship in Primary Schools (Kaplan Learning)



	government, workplaces, voluntary organizations, and families.	providing assistance. (Interact, Rotary, Scouts, etc.)	<ul style="list-style-type: none"> • Malala, a Brave Girl from Pakistan/Iqbal, a Brave Boy from Pakistan: Two Stories of Bravery
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.	<ul style="list-style-type: none"> • To investigate a local need or want. 	<ul style="list-style-type: none"> • What Can a Citizen Do? (By David Eggers) • Contact members of the NJ Assembly and Senate (Who Represents You in Trenton?)

Compelling & Supporting Questions

- ❖ ***How would our school and community be different without rules or laws?***
 - **How do people respond to fines, punishments, and rewards?**
 - **Are school rules for attendance necessary?**
 - **Do we need speed limit signs on our roads or should manufacturers limit how fast cars can go?**

- ❖ ***Should students and teachers have the same rights in our school?***
 - **Should teachers and students have any rules on the clothing they wear in school?**
 - **Should all students in each grade have the same homework assignments?**
 - **Is it fair to require teachers to teach the same lessons on the same day?**
 - **Should every student in the same grade have the same homework assignments?**
 - **Should every teacher in the school, including the special areas (music, physical education and health, music, etc.) be expected to assign and grade homework?**
 - **Who are the people who have made a difference in protecting the rights of all citizens?**



Sample Skills-Based Activities

The following suggested activities are designed to support the integration of the 2020 NJSLS-SS Social Studies Practices through the designated performance expectations.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <input type="checkbox"/> Developing questions and planning inquiry <input type="checkbox"/> Gathering and evaluating sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeking diverse perspectives <input type="checkbox"/> Developing claims and using evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenting arguments and explanations <input type="checkbox"/> Engaging in civil discourse and critiquing conclusions <input type="checkbox"/> Taking informed action
<p><i>How would our school and community be different without rules or laws? How do people respond to fines, punishments, rewards? Are school rules for attendance necessary? Do we need speed limit signs on our roads?</i> 6.1.5.CivicsPR.3</p>	<p><i>Gather evidence from teachers, students and parents about two or three school rules and policies and compare their different points of view.</i> 6.1.5.CivicsPR.3</p>	<p><i>Find your school's attendance policy and make a claim with evidence to explain its effectiveness. Example of School Attendance Policy</i> 6.1.5.CivicsPR.3</p>
<p><i>Make a list of school rules and explain how they are implemented and enforced.</i> 6.1.5.CivicsPR.3</p>	<p><i>Provide examples of rules in grammar and/or phonics and identify several examples and exceptions. (silent e, use of ei in neighbor or weigh and I before c, etc.)</i> 6.1.5.CivicsPR.3</p>	<p><i>Prepare a debate on the topic that rewards are more effective than punishments to encourage responsible behavior by children.</i> 6.1.5.CivicsPR.3</p>
<p><i>Identify rules in various settings and create a list. (i.e. sports, board games, traffic rules, rules at home, classroom rules, etc.) Discuss eliminating three or four rules in one or more of the examples above and explain how the game would be different. (softball might eliminate the rule for stealing bases.)</i> 6.1.5.CivicsPR.3</p>	<p><i>New Jersey requires schools to monitor safety every month. Hold a press conference on proposing a new law in your community to require safety drills twice a year for places of business. (e.g. restaurants, supermarkets, etc.)</i> School Drills 6.1.5.CivicsPR.3</p>	<p><i>Have a table discussion with students representing the perspective of citizen, police, mayor, press, etc. to discuss the penalty for school rules or local/ state laws with a focus on fines or penalties other than time in jail. (speeding, littering, crosswalk violations, disorderly behavior, etc.)</i> Fines for NJ Crimes 6.1.5.CivicsPR.3</p>
<p><i>Role-play situations involving scenarios that require self-discipline, self-control, and handling situations where majority rule disappointed the minority population. (i.e. someone is upset because they were treated unfairly, a few students were disappointed because they were not chosen for a role in the school play, etc.)</i> 6.1.5.CivicsCM.2</p>	<p><i>Read a story or book about rules, (e.g. That Rule Doesn't Apply to Me! (Responsible Me!) by Julia Cook) and make a claim regarding rules in your school or community that are either controversial or frequently broken.</i> 6.1.5.CivicsCM.2</p>	<p><i>Identify a cause where students in your class or school can help others and design a strategy to advertise and implement an action plan to address the cause or need. (i.e. recycling, food waste, school spirit, safety issues, etc.)</i> 6.1.5.CivicsCM.2</p>



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<p><i>Interview teachers and school leaders about how they came to an agreement about a recent decision.</i> 6.1.5.CivicsCM.3</p>	<p><i>Gather information about a problem or situation in your school or community and propose a solution to address it. (i.e. bike safety, reducing electricity, beautification of a place, sending greetings to veterans, etc.)</i> 6.1.5.CivicsCM.3</p>	<p><i>Hold a meeting to solve a problem. Half the class wants the spelling test on Friday and the other half wants the test on Monday. Discuss strategies to resolve the problem and have the students rank the strategies 1, 2, 3 with #1 being their first choice.</i> 6.1.5.CivicsCM.3</p>
<p><i>Identify people who improved the rights or lives of people and present them with an award or list them as the Top 5 Leaders for Human Rights. (ex. Clara Barton, Toni Morrison, Doris Duke, Eleanor Roosevelt, Elizabeth Cady Stanton, Rosa Parks, Laura Wooten, Larry Doby, Martin Luther King, Jr. etc.)</i> 6.1.5.CivicsCM.1</p>	<p><i>Gather information about people in your community and school district who have made a positive and significant difference. (teachers, coaches, fire, police, philanthropists, clergy, students, etc.) Research their backgrounds for evidence supporting a claim about their commitment to public service. (education, gender, profession, love for others, years in the community, etc.)</i> 6.1.5.CivicsCM.1</p>	<p><i>Create a “Hall of Fame” to recognize public servants (past and present) who have made significant contributions to your community, school, or county. Consider people who may have previously been recognized with a plaque honoring them. (bench, building, street name, etc.)</i> 6.1.5.CivicsCM.1</p>
<p><i>Identify a cause where students in your class or school can help others and design a strategy to advertise and implement an action plan to address the cause or need. (i.e. recycling, food waste, school spirit, safety issues, etc.)</i> 6.1.5.CivicsPI.1</p>	<p><i>Talk with leaders in your local government (mayor, council members, residents, and others regarding a controversial issue and make a chart of their different views. Provide a recommendation about how they might come to an agreement.</i> 6.1.5.CivicsPI.1</p>	<p><i>Interview teachers and school leaders about how they came to an agreement about a recent decision.</i> 6.1.5.CivicsPI.1</p>
<p><i>Contact groups or organizations in your school or community and collect information about a problem or conflict they resolved. Find out how they were able to resolve conflicting perspectives on the issue. (Board of Education, employment conflict, spending money on improvements to a recreation field, purchase of equipment [i.e. new ambulance], etc.)</i> 6.1.5.CivicsPI.1</p>	<p><i>Invite members from your community (religious organizations, social welfare, Rotary, senior citizens, etc.) to share what they are doing to help people in your community. Make people aware of what is being done to help people.</i> 6.1.5.CivicsPI.1</p>	<p><i>Produce a video or digital presentation for your school about the “Untold Stories of Heroes for Democracy in ___” The ‘heroes’ might include crossing guards, poll watchers, volunteer coaches in recreation, faculty, substitute teachers, students, men and women who served in the armed forces, local business owners, Board of Education, town council, etc.</i> 6.1.5.CivicsPI.1</p>
<p><i>Take a survey of students in your class or school regarding a rule they think should be added, changed, or removed. Research the procedure for proposing, changing, or removing the rule. (i.e. proposal, petition, research, meetings with decision-makers, public hearing, etc.)</i> 6.1.5.CivicsPR.1</p>	<p><i>Develop a claim or argument for changing a school rule or adding a new rule or policy with supporting evidence regarding the need or where the rule is currently in effect.</i> 6.1.5.CivicsPR.1</p>	<p><i>Make a presentation or bulletin board to honor ‘Rules We Will Never Break!’ (i.e. fire safety rules, recycling, being on time for school, listening, rules against cheating, helping others, etc.)</i> 6.1.5.CivicsPR.1</p>

This Performance Expectation requires student inquiry and investigation through research. This is an opportunity to use relevant topics in your local community relating to the environment, health and safety, or an issue in your school or community.



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Investigate food waste How does food waste contribute to our carbon footprint? How effective is recycling, how much does it cost? Present a solution. [Project Citizen](#) 6.3.5.CivicsPD.3

Gather information on bike paths, need for sidewalks, traffic lights, etc. to ensure the safety. Prepare a budget on the costs and listen to the perspectives on your proposed solutions. [Project Citizen](#) 6.3.5.CivicsPD.3

Investigate the need for resources at hospitals, resources to check for hazardous conditions in homes and public buildings, emergency readiness, etc. Present a proposal with an action plan. [Project Citizen](#) 6.3.5.CivicsPD.3



Grade 3 – Unit 2: Our American Identity

Rationale

This unit should follow the lessons learned about the roles of citizens. Our American identity is more complicated than sharing holidays, understanding symbols, or visiting our national monuments. The United States of America is constructed by a diverse group of individuals who established political institutions in our government. It is also a country built upon ideas rather than political institutions or a common ancestry. In this unit students should engage in discussions about individualism, equality, the rule of law, work, education, and the role of volunteers. Our American identity is also influenced by the media, sports, music, television, books, etc. This unit provides an opportunity to further engage students with their inquiry into civil and human rights, and the importance of informed action and civic mindedness as values that are inherent in our American identity. Every opportunity to educate students about avoiding stereotypes, evaluating sources of information, and understanding the diversity of perspectives is an essential part of this unit.

Core Idea	Performance Expectations	Learning Objectives	Resources/Interdisciplinary Suggestions
Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity. (Veterans Day/Flag Day/Memorial Day/Juneteenth/Labor Day)	To identify historic monuments in your community, county, or in New Jersey and the purpose of each monument.	The amount of money Americans spend on holidays. Source (Financial Literacy)
Historical records are shaped by the society that the creator lived in.	6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. (Columbus Day-Indigenous Peoples Day/Thanksgiving)	To identify examples of primary and secondary sources relating to American history, culture, songs, and holidays.	Gilder Lehrman: Celebrating America's Historical Holidays
Historical records are shaped by the society that the creator lived in.	6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. (Christmas/Hanukkah/Kwanza/Diwali/Ramadan)	To identify and explain holidays that are religious, historical, cultural, and those that encourage specific behaviors. To research the ethnic and racial diversity of the population in your school, community, or county and identify places (e.g. businesses, places of worship, names of streets, etc.) that represent the diversity of your community.	Let's Celebrate- Special Days Throughout the World by Kate DePalma



<p>Individuals have the right to be safe and not to be bullied or discriminated against.</p>	<p>6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<p>To explain why it is important to respect everyone. To identify people in our school and community who have the responsibility to protect others. To analyze the effectiveness of strategies to overcome fear.</p>	<p>Watch and discuss “Say No to Discrimination in Education” (UNESCO)</p>
<p>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</p>	<p>6.1.5.CivicsHR.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, inspired social activism in subsequent generations.</p>	<p>To investigate examples of different forms of discrimination and laws against them. To explain the importance of our voices in developing a safe environment.</p>	<p>Watch a video on the work of Rosa Parks against discrimination.</p>

Compelling & Supporting Questions

- ❖ **How should we investigate the meaning of the American identity?**
 - *Is the definition of a country the same (synonym) as the definition of a nation?*
 - *What are American values?*
 - *Which holidays commemorate historic events?*
 - *Which holidays have a religious or cultural identity?*

- ❖ **How can our school or community create a culture of kindness and acceptance?**
 - *Is tolerance the same as acceptance?*
 - *Are the penalties for prejudice, discrimination, and bullying strong enough to prevent them?*
 - *Who are the leaders for positive change in your school, community or in New Jersey?*
 - *How do we welcome people new to our school and community?*

Sample Skills-Based Activities

The following suggested activities are designed to support the integration of the 2020 NJSL-SS Social Studies Practices through the designated performance expectations.



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Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <input type="checkbox"/> Developing questions and planning inquiry <input type="checkbox"/> Gathering and evaluating sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeking diverse perspectives <input type="checkbox"/> Developing claims and using evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenting arguments and explanations <input type="checkbox"/> Engaging in civil discourse and critiquing conclusions <input type="checkbox"/> Taking informed action
<p><i>Download the NJ Calendar of religious holidays to be honored in public schools. NJ Department of Education Calendar of Religious Holidays</i> 6.1.5.HistoryUP.7</p>	<p><i>Arrange for a ‘table meeting’ with members from your school or community who celebrate different religious or cultural holidays and ask them to talk about the origins of one or more holidays and how they commemorate them.</i> 6.1.5.HistoryUP.7</p>	<p><i>Identify the holidays that occur during the school year when your school remains open and present a plan for celebrating them in school. (Valentine’s Day, St. Patrick’s Day, Holocaust Remembrance Day, Earth Day, Arbor Day, Flag Day, Indigenous Populations Day, Veterans Day, etc.)</i> 6.1.5.HistoryUP.7</p>
<p><i>Watch the PBS presentation American and National Identity by Ken Burns and develop five questions about the movie.</i> 6.1.5.HistorySE.2</p>	<p><i>Develop an argument/claim for three new symbols, monuments, or holidays that the United States should have at this time in the 21st century.</i></p> <p><i>Review NJ monuments and make a claim supported by evidence from the perspectives of people in your school community regarding their agreement with the ranking of this NJ newspaper or a different ranking.</i> 6.1.5.HistorySE.2:</p>	<p><i>Make a digital presentation on five monuments representing our American identity, place them in chronological order and explain their relevance to the American identity. (Statue of Liberty, Mount Rushmore, Vietnam Wall, Martin Luther King, Jr. Memorial, Lincoln Memorial, Pearl Harbor Memorial, etc.)</i> 6.1.5.HistorySE.2</p>
<p><i>Research the names of streets and parks in your community or city and identify their origin. Make a digital presentation or video.</i> 6.1.5.HistorySE.2:</p>	<p><i>Identify the holiday on the months of the calendar and label them as federal, state or local, and religious holidays. Federal Holidays NJ State Holidays</i> 6.1.5.HistorySE.2</p>	<p><i>Use the U.S. Census to gather information about the diverse populations in your county or city/town and make a list of business establishments owned or operated by residents representing these diverse populations. (Enter your town or school district in the Search box)</i> 6.1.5.HistorySE.2</p>
<p><i>Identify five symbols (eagle, bell, flag, scale of justice, Great Seal, Uncle Sam) representing our American identity and interview ten people to determine if they understand their significance.</i> 6.1.5.HistoryUP.5 American Symbols from the Library of Congress</p>	<p><i>Gather information and survey students in your class or school about constructing a monument on your school property or naming a room to honor a person or a group who has made a significant contribution or difference.</i> 6.1.5.HistoryUP.5</p>	<p><i>Present a concert or musical collage of American patriotic songs over time.</i> 6.1.5.HistoryUP.5</p>



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<p><i>Gather information about Black Americans from New Jersey whose actions led to social changes in our country. (i.e. Larry Doby, Thomas Munbson Peterson, Laura Wooten, Lee Porter, Sheila Oliver, Donald Payne, Jr., Theodora Lacey, Cory Booker, Nathaniel Briggs, Horace Buggs, etc. Source Source 6.1.5.CivicsHR.2</i></p>	<p><i>Research the problems that minority Americans have experienced and identify people whose actions led to a better situation. (i.e. individuals with disabilities, 6.1.5.CivicsHR.2</i></p>	<p><i>Define a claim with evidence regarding the criteria for Kindness Awards in your school. Perhaps read a short statement about kindness (or read quotes from Rev. Dr. Martin Luther King, Jr.) as part of the school announcements for a week. 6.1.5.CivicsHR.2</i></p>
<p><i>Gather information about the holidays that promote kindness, empathy. (Rev. Dr. Martin Luther King Day, Holocaust Remembrance Day, Valentine’s Day, Hanukkah, Christmas, Thanksgiving, Mother’s Day, Father’s Day, Human Rights Day, etc.) and talk with people in your school about different ways to celebrate them. 6.1.5.CivicsHR.4</i></p>	<p><i>Gather evidence from your school or community about reported incidents of bullying or deviant behavior and propose solutions. 6.1.5.CivicsHR.4</i></p>	<p><i>Design posters or digital slides with slogans promoting understanding, kindness, acceptance, empathy, etc. Plan a school event to focus on respect for others, actions of kindness, and nurturing a positive school climate. (i.e. breakfast to honor police in your community, thanking faculty and staff for their help, playing songs about kindness and respect. 6.1.5.CivicsHR.4</i></p>



Grade 3 – Unit 3: Making Good Decisions

Rationale

This unit focuses on establishing a basic understanding of economics and can be taught in an interdisciplinary manner with Financial Literacy and Mathematics. In this unit students will engage in discussions and debate about making choices and economic decisions. They will build on the lessons in the first two units regarding the importance of values in making good decisions. This unit also provides an opportunity for understanding the role of entrepreneurs, the importance of human, natural, and capital resources, the production and distribution of goods and services. The research expectation is to identify an economic issue that affects children and engage them in proposing a solution.

Core Idea	Performance Expectations	Learning Objectives	Resources/Interdisciplinary Suggestions
Economic decision-making involves setting goals and identifying the resources available to achieve those goals.	6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.	<p>To identify positive incentives for economic decisions. (improve health or quality of life, reward points, sale price, rebate, buy one and get one free, etc.)</p> <p>To identify negative incentives for economic decisions. (late fees, sales tax, tax deductions, etc.)</p>	<p>Illustrate the impact of financial traits on financial decisions. (9.1.5.FP.1, Financial Literacy)</p> <p>Analyze how spending choices and decision-making can result in positive or negative consequences. (9.1.5.FP.3, Financial Literacy)</p>
An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.	<p>To develop a plan for a short term (1-3 months) and a long term (1-3 years) economic decision. (vacation, college, new automobile, toy, clothing, birthday party, etc.)</p> <p>To understand how schools set goals, prepare a budget, and make economic decisions.</p> <p>To analyze a simple budget for a family using percentages as a basis for analysis. (home, food, medical, clothing, transportation, phone, utilities, charitable donations, savings, etc.)</p> <p>To analyze the costs and benefits of an economic decision of the school. (new boiler, new doors or windows, repaving the parking lot, digital subscription for reading books, hiring additional teachers or staff, etc.)</p>	<p>Identify the elements of being a good steward of money. (9.1.5.FP.2, Financial Literacy)</p> <p>Describe choices consumers have with money (e.g., save, spend, donate). (9.1.5.PB.2, Financial Literacy)</p> <p>Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.). (9.1.5.FP.4, Financial Literacy)</p>



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		To analyze the costs and benefits of individual purchases. (buy or lease a car, spend extra money for a room with an ocean view instead of a parking lot view, purchasing dessert with a meal at a restaurant, etc.)	
An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.	To understand the choices your community of the state of New Jersey might make if they lost income or faced higher prices as a result of scarce resources or a shortage of supplies. To understand how the shortage or scarcity of an item affects its price. To identify goods that fluctuate in price based on scarcity or demand. (gasoline, entertainment, medicine, etc.)	Develop a personal budget and explain how it reflects spending, savings, and charitable contributions. (9.1.5.PB.1, Financial Literacy)
Economic decision-making involves setting goals and identifying the resources available to achieve those goals.	6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.	To understand data-based questions and data collection.	Develop data-based questions and decide what data will answer the question. (e.g. “What size shoe does a 3rd grader wear?”, “How many books does a 3rd grader read?”) Collect student-centered data (e.g. data on favorite ice cream flavors) or use existing data to answer data-based questions. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, a bar graph in which each square might represent 5 pets.
The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	6.1.5.EconNE.6: Examine the qualities of entrepreneurs in a capitalistic society.	To identify entrepreneurs in your community. To describe the characteristics of entrepreneurs.	Read an article about an entrepreneur. (Jeff Bezos, Thomas Edison, etc.)



<p>A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.</p>	<p>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</p>	<p>To illustrate on a map where products come from. To explain examples of natural, capital, and human resources in NJ and your community.</p>	<p>Explore maps and supply chain routes</p>
<p>A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.</p>	<p>6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p>	<p>To identify inventions that have improved the quality of our lives. (seat belts, MRI, solar and wind energy, etc.) Develop a timeline of inventions (communications, banking, transportation, etc.)</p>	<p>Create a museum of the top 25 inventions over time or the top ten inventions in the 21st century.</p>

Compelling & Supporting Questions

- ❖ **How are economic decisions part of our schools, community and daily lives?**
 - *What things influence our decisions to come to school and do homework?*
 - *Is it better to purchase an item at the lowest cost or does a higher cost mean better quality?*
 - *How much water do people use in one day?*
 - *What is the difference in the cost of a class size of 15 students and 25 students?*
 - *Is there a difference between a shortage and scarcity of gas?*
 - *Should every student in class receive a grade of A (100%)?*

- ❖ **Is it better to work for a public or private school?**
 - *Should students be able to choose the teacher they want?*
 - *Should entrepreneurs be allowed to sell whatever consumers are willing to purchase?*
 - *What products do farmers and businesses produce/manufacture in New Jersey?*
 - *Does a large mall in or near your community help or hurt smaller businesses that are not located in the mall?*

Sample Skills-Based Activities

The following suggested activities are designed to support the integration of the 2020 NJSL-SS Social Studies Practices through the designated performance expectations.

Investigating	Sensemaking	Communicating & Taking Action
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<ul style="list-style-type: none"> <input type="checkbox"/> Developing questions and planning inquiry <input type="checkbox"/> Gathering and evaluating sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeking diverse perspectives <input type="checkbox"/> Developing claims and using evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenting arguments and explanations <input type="checkbox"/> Engaging in civil discourse and critiquing conclusions <input type="checkbox"/> Taking informed action
<p><i>Identify positive and negative incentives and rank their effectiveness on a scale of 1-5. (i.e. cash rewards, coupon, early bird special, late fee, non-refundable deposit, parking is extra, etc.)</i> 6.1.5.EconET.1</p>	<p><i>Make a list of positive and negative incentives for making economic choices. Interview adults regarding the importance they place on incentives. (taxes, advertising, sale prices, payments over time, expectation the price will increase soon, regular maintenance to avoid a larger expense in the future, purchasing insurance on a product, etc.)</i> 6.1.5.EconET.1</p>	<p><i>Produce an illustration on positive incentives for purchases and negative incentives. Examples of incentives are (free gifts, discounts, sales, reward points, free delivery. Examples of negative incentives are things that cost you money such as late fees, no exchanges, fines, parking costs, etc.) Include strategies used by advertisers.</i> 6.1.5.EconET.1</p>
<p><i>Gather information on the cost of gasoline over the period of two weeks. Calculate how much money an increase or decrease in the price by one cent costs or saves the American economy? (According to the U.S. Energy Administration, 370 million gallons of gasoline are sold each day.) Develop questions about the value of one penny for different items.</i> 6.1.5.EconET.3</p>	<p><i>Identify examples of shortages and resources that are scarce and explain how limited supply and an increase in demand affects prices. (i.e. diamonds, gold, potable water, oil, etc.), how demand affects prices for products before a holiday, and how weather or labor strikes affect supply.</i> 6.1.5.EconET.3 Scarce Materials in the United States</p>	<p><i>Produce a video or slide show on the importance of natural, capital, and human resources with examples of resources in your community, our state, and nation. Also, identify resources that are scarce in the United States but available in other parts of the world for a cost.</i> 6.1.5.EconET.3</p>
<p><i>Invite an inventor or entrepreneur to your school and prepare a series of questions to ask them about how and why they started their own business. (e.g. restaurant, gas station, car wash, landscaper, etc.)</i> 6.1.5.EconNE.6</p>	<p><i>Invite a person who owns a business (bagels, nail salon, pizzeria, etc.) to speak to your class about the costs of owning a business. (e.g., rent, insurance, heat, lights, employees, taxes, repairs, etc. Then estimate how many bagels, pizzas, etc. they need to sell in one day to cover their costs.</i> 6.1.5.EconNE.6</p>	<p><i>Design your own business for a school store or food market in the Cafeteria. Design a business plan, identify fixed costs of rent, insurance, utilities, and variable costs of products, labor, marketing, etc. Determine the price and quantity that will need to be sold to make a profit. (i.e. \$2 for one bagel x 100 bagels sold)</i> 6.1.5.EconNE.6</p>
<p><i>Identify a goal for an economic decision in the future (vacation, digital device, clothing, etc.) with a price. Develop a plan over 6-12 months to have enough money to meet your goal. (money</i></p>	<p><i>Interview ten adults about different economic choices and develop a claim or statement about the evidence you found. (e.g. Pay \$50 more for a hotel room with a view of the ocean or less for a room with a view of</i></p>	<p><i>Produce a digital video or slide about different marketing strategies used by advertisers. How do digital ads create wants, influence consumers,</i></p>



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<p><i>from choirs, money from gifts, interest on money, borrow money, lemonade stand, etc.)</i> 6.1.5.EconET.2</p>	<p><i>the parking lot. Pay \$500 more for a car with heated seats or less for a car without them.)</i> 6.1.5.EconET.2</p>	<p><i>provide adequate or incomplete information, include endorsements, etc.</i> 6.1.5.EconET.2</p>
<p><i>Contact a <u>Park Ranger at the Thomas Edison Museum</u> in West Orange, NJ. to get information and perspectives on his inventions.</i> 6.1.5.EconNE.4</p>	<p><i>Make a list of inventions that are part of our daily lives and rank their popularity with students in your class. (cap on a milk container, remote control for TV, 6.1.5.EconNE.4</i></p>	<p><i>Interview an entrepreneur from your community about their background and how they were able to produce or distribute their product or service. Research inventors from New Jersey and explain the impact of their invention. (Les Paul, Margaret Knight, David Sarnoff, John Stevens, John Roebing, Nikolai Tesla, Alice H. Parker, etc.)</i> 6.1.5.EconNE.4</p>
<p><i>Research information about trade in New Jersey and collect images of how goods are traded by ship, train, truck, and plane between New Jersey and other states or countries. <u>Trade in NJ</u></i> 6.1.5.EconEM.1</p>	<p><i>Invite teachers and administrators in your school to your class to explain their areas of certification and specialization. What positions in your school require specialized training or education? Develop a report to share with students in the second grade.</i> 6.1.5.EconEM.1</p>	<p><i>Prepare a presentation on how the goods purchased in your home got there. (Look at labels, interview store managers, etc. to find the supply chain for fish, apples, shoes, phones, television monitor, tires, etc.)</i> 6.1.5.EconEM.1</p>

This Performance Expectation requires student inquiry and investigation through research. This is an opportunity to use relevant topics in your local community relating to the environment, health and safety, or an issue in your school or community.

<p><i>Compare the impact of poverty and inequality for children in New Jersey with another state (or in your county with another county in NJ) and propose one or more solutions. 6.3.5.EconET.1</i> <i><u>Save the Children</u>, <u>Children International</u>, <u>Annie E. Casey Foundation</u></i></p>	<p><i>Compare a presentation on the cost of raising a child in the United States today from birth to age 18. Propose strategies to reduce the costs and to plan a savings plan for the anticipated costs during the teenage years. 6.3.5.EconET.1</i> <i><u>Institute of family Services</u></i></p>	<p><i>Compare the cost of child care for children ages birth to 4 and 5-14, for children in different states, the cost of after school care in your school or community, the cost of summer activities for children, or another issue. Propose one or more solutions and publish your report or present it to an audience of parents or leaders in your community.</i> 6.3.5.EconET.1 <u>Paid Child Care in States</u></p>
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Grade 3 – Unit 4: Navigating Our World

Rationale

This unit focuses on establishing an understanding of the importance of geography in understanding our world. Students need to become proficient with globes, political and physical maps, digital maps, and location. It is important for students to understand geography as population, environment, and how geography affects the way we live and our economy. Students need to understand the geography and population of their own community, our state, country, and world.

Core Idea	Performance Expectations	Learning Objectives	Resources/Interdisciplinary Suggestions
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.	<p>To identify the purposes for different kinds of maps. (political, physical, weather, diversity, etc.)</p> <p>To identify the resources and tools on a map. (latitude, longitude, direction, scale, legend, elevation, water, land, population, capital cities, rivers, etc.)</p> <p>To calculate distances from your community to other places in New Jersey, the United States, and the world.</p>	<p>Collaborate with a math teacher to calculate distances.</p> <p>Prepare a series of questions to ask people living in different latitudes or across the International Date Line.</p> <p>World and Regional Maps from CIA World Factbook</p>
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	6.1.5.GeoSV.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).	To find landforms and climate conditions on other continents that are similar to New Jersey. (i.e. Germany, Japan, Korea, Uruguay, etc.)	<p>Collaborate with teachers of art, music, and literature to identify authors, stories, music, and artists from other parts of the world.</p> <p>On a map draw a line from the latitudinal and longitudinal coordinates of your community to other cities or countries on the same coordinates.</p>



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<p>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>	<p>6.1.5.GeoSV.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).</p>	<p>To identify the purposes for different kinds of maps. (political, physical, weather, diversity, etc.)</p> <p>To calculate distances from your community to other places in New Jersey, the United States, and the world.</p>	<p>Collaborate with a math teacher on the great circle route and the definition of the shortest distance between two points. Examine weather, travel, climate, physical, political, railroad, and globes.</p> <p>World Data</p>
<p>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>	<p>6.1.5.GeoSV.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.</p>	<p>To identify the regions of New Jersey and the United States.</p> <p>To analyze how the geographic regions of New Jersey and the United States influence culture and work.</p> <p>To explain how your community or county compares with another community in New Jersey</p>	<p>In addition to using maps, explore images of activities, landforms, culture in other counties of New Jersey and states in the United States.</p> <p>Compare the culture of the Jersey Shore with the culture of communities along the Great Lakes, Gulf Coast, and the Pacific Ocean.</p>
<p>Regions form and change as a result of unique physical conditions, economies, and cultures.</p>	<p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p>	<p>To analyze the development of your community over time.</p> <p>To explain the history of your community.</p>	<p>Use digital and historical maps to see the development of your community over time, the impact of transportation routes, and historic landmarks.</p>
<p>Patterns of settlement differ markedly from region to region, place to place, and time to time.</p>	<p>6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p>	<p>To identify the characteristics of urban, suburban, and rural communities.</p> <p>To illustrate with images the characteristics of urban, suburban, and rural communities.</p>	<p>Design maps from the city in the center of your county to your community, identify rural or farming communities in your county, and identify areas where farming was a major occupation in the past.</p>
<p>A nation's economy is influenced by its government, human and physical</p>	<p>6.1.5.EconNE.2: Use data to describe how the availability of</p>	<p>To explain the economy of your community by identifying small</p>	<p>Contact the Business Administrators in your school district and</p>



<p>capital, availability of resources, and technological progress.</p>	<p>resources in New Jersey and other regions in the United States have impacted economic opportunities.</p>	<p>businesses, corporations, industrial manufacturing, and services.</p> <p>To identify the number of people employed by local and state government in your community. (schools, state colleges, police, fire, municipal government, county and state agencies, etc.)</p> <p>To identify businesses with headquarters in another country in your community or county.</p> <p>To identify the unemployment rate in your community or county and the reasons for unemployment.</p> <p>To identify the natural resources (sand, granite, stone, seafood, agriculture) of New Jersey and the number of banks in your community.</p>	<p>community to identify the number and kinds of jobs that they provide.</p> <p>Labor Market in New Jersey</p>
<p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.</p>	<p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p>	<p>To illustrate on graphs the changing population of New Jersey over time. (i.e. diversity of ethnic, racial, and religious groups, population increases and decreases in different decades.</p> <p>To understand the demographics of your local community and county and the changes in population growth over time.</p> <p>Research the presence of communicable diseases in New Jersey in real time. Health Map</p>	<p>Collaborate with art and music teachers to develop an advertising campaign to attract people to New Jersey for employment opportunities, schools, culture, history, location, and diversity.</p> <p>New Jersey's Population Growth and Migration Patterns</p>



Compelling & Supporting Questions

- ❖ **How does the Atlantic Ocean impact the lives and economy of New Jersey?**
 - *How does the land affect the way people live and work in New Jersey?*
 - *How have people changed the land in New Jersey over time?*
 - *Does the geography of New Jersey make it a unique place compared to other states?*
 - *What will New Jersey be like with a population of 10 million or more?*

- ❖ **Does the geography of New Jersey attract people to come and live here?**
 - *Will New Jersey have adequate resources of clean drinking water in the future?*
 - *Will the changes in the world’s climate be favorable or harmful to New Jersey?*
 - *How have people changed the geography of New Jersey?*
 - *Is the sign on the Lower Trenton Bridge, “Trenton Makes -The World Takes” relevant today?*
 - *What will life be like in your community of New Jersey in 2050?*

Sample Skills-Based Activities

The following suggested activities are designed to support the integration of the 2020 NJSLS-SS Social Studies Practices through the designated performance expectations.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <input type="checkbox"/> Developing questions and planning inquiry <input type="checkbox"/> Gathering and evaluating sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeking diverse perspectives <input type="checkbox"/> Developing claims and using evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenting arguments and explanations <input type="checkbox"/> Engaging in civil discourse and critiquing conclusions <input type="checkbox"/> Taking informed action
<p><i>In groups use political maps, globes, and digital maps to gather information about the latitude and longitude of cities, different time zones, and the distance between two or more places for travel by walking, automobile, train, and plane. Develop a visual presentation to plan a trip to one location in</i></p>	<p><i>Analyze two or more places of different latitudes and longitudes from your location in New Jersey, use visuals to describe the climate, culture, and economy of each place. Prepare a travel description for people who might visit these places. Contact a family(ies) or school(s) in these other places to get primary evidence of what life is like.</i></p>	<p><i>Make a presentation on how the railroads created the need for time zones. Include in your presentation, states that have two time zones and what commuting is like for people who frequently travel between two time zones..</i> 6.1.5.GeoSV.3 Source</p>



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<p><i>the United States and one location on another continent. 6.1.5.GeoSV.3</i></p>	<p><i>(e.g. Newark, NJ and Buenos Aires, Argentina) 6.1.5.GeoSV.3</i></p>	
<p><i>Identify places on each continent and one country that is an island and prepare visual presentations on the geography, culture, history, and economy of these different places. Contact people in these places, or engage with research about them, to identify one or more problems that affects them. (poverty, pollution, extreme weather, etc.) Design a plan to help the people with the issue that affects them. 6.1.5.GeoSV.4</i></p>	<p><i>Gather information along the 40 degree North latitude lines on a map (location of New Jersey). Identify places in Asia and Europe, and states in the United States along the same latitude. Find places along or near the 40 degree South latitude line. Make a claim about the different cultures and geographic features of the states and countries selected. 6.1.5.GeoSV.4</i></p>	<p><i>Make a presentation titled “The Tale of Two Latitudes” and showcase the physical geographic features, climate and weather, economic activity, culture, etc. For example, compare New Jersey at 40 degrees North Latitude with Texas at 30 degrees North Latitude or with a country at a different latitude. 6.1.5.GeoSV.4</i></p>
<p><i>Gather information about planned communities in New Jersey and create a digital presentation about them and why they were created. (Radburn, Llewellyn Park, Ocean Grove) 6.1.5.GeoPP.4</i></p>	<p><i>Analyze the similarities of your community with another community in New Jersey in a different county or area. Compare population, economic activities, schools, diversity, and culture. Consider comparing an urban with a rural community, shore community with a lake community, etc. Connect with students in the other community for primary source information about their school and residence. 6.1.5.GeoSV.4, 6.1.5.GeoPP.4</i></p>	<p><i>Prepare a video or slide show on the historic development of an urban New Jersey community since the 1950s regarding its expansion to suburbs and its proximity to rural or beach communities. Research how the urban, suburban, and rural community have access to clean water, transportation, sewage treatment, and energy (natural gas, and electricity) 6.1.5.GeoPP.4</i></p>
<p><i>Access satellite images of your community and compare them with a political or road map. Develop a series of questions to interview classmates or adults about the land use and other information in these images. <u>Satellite Images</u> 6.1.5.GeoSV.4, 6.1.5.GeoSV.1</i></p>	<p><i>Plan travel between your community and NYC or Philadelphia, Spring Lake, American Dream Mall, and Greenwood Lake or Lake Hopatcong by automobile, bus, and train. Engage in a discussion about the ‘best’ way to travel to these places regarding cost and respect for the environment. 6.1.5.GeoSV.1</i></p>	<p><i>Plan a walking or bike tour of your community regarding parks, historic landmarks, history beyond street names, and historic churches or buildings. Draw a map of the route too. For larger cities, consider landmarks along bus routes. 6.1.5.GeoSV.1</i></p>
<p><i>Plan a road trip from your school to a location ten miles away, 100 miles away, and to Washington D.C. See how Google Maps identifies the “Steps” for travel and illustrate these on a physical (paper)</i></p>	<p><i>Analyze a physical map of New Jersey and identify mountains, rivers, lakes, bays, reservoirs, major bridges, tidelands, forests, malls, etc. Focus on one or two specific areas and develop an argument if</i></p>	<p><i>Develop a presentation on the changes over time of your community and two other communities in New Jersey. Use the web to research historical photographs of each community over time.</i></p>



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<p>map. Identify examples of landmarks to observe. (stores, bridges, malls, airports, etc.) 6.1.5.GeoPP.1</p>	<p>this area/region is protected or needs additional protection for the future. Source Source Rowan Univ. Land Change Viewer 6.1.5.GeoPP.1</p>	<p>Provide information in graphs, charts, and images to your class, school or community about your observation and conclusion and propose a plan to protect open spaces. 6.1.5.GeoPP.1</p>
<p>Identify which areas/counties in New Jersey have seen the largest population increases and decreases since 2000. NJ Almanac NJ Policy Perspective Population density by County 6.1.5.GeoGI.1</p>	<p>Engage in a critical discussion or debate about the problems associated with high population density regarding traffic, poverty, pollution, sanitation, crime, etc. 6.1.5.GeoGI.1</p>	<p>Contact a local real estate office in your community to gather information for a presentation on the trend in home sales and/or rentals. Contact your school principal about students who came to your school from another school in the past year. Plan a welcome for them and interview them about their relocation to your area. 6.1.5.GeoGI.1</p>
<p>Identify ten or more major cities and ten or more capital cities in the United States and develop a quiz on why they developed where they did. (i.e. access to natural resources, central location, near a river, airport, or highway, etc. 6.1.5.GeoSV.2</p>	<p>Identify ten or more countries and their capital cities in the world and illustrate their profile (population, government, relationship to the USA, etc.) and create a visual presentation on their architecture, culture, history, and different perspectives from contacting people who live there or have visited there. (or write to the embassy in the USA) 6.1.5.GeoSV.2</p>	<p>Research and analyze a series of up to ten countries in a region regarding their economy, government, populations, etc. (NATO, European Union, Baltic States, Organization of African Unity, Middle East, SEATO, Pan American Conference, Pacific Rim, etc.) 6.1.5.GeoSV.2</p>
<p>Gather information about the economic activity in New Jersey in the 17th, 18th, 19th, 20th, and 21st centuries. How did the economy of New Jersey change over each century? National Geographic 6.1.5.EconNE.2</p>	<p>Which economic activities in New Jersey have been most harmful to our environment? Prepare a survey and gather data from 50 or more people regarding the expansion of wind and solar energy, electric vehicles, and reducing natural gas consumption in the next five years. 6.1.5.EconNE.2</p>	<p>Use the resources on energy and resources in the Sustainable Jersey Data Resource website to analyze the use of natural resources over time in New Jersey. Publish a report for your school or local community. 6.1.5.EconNE.2</p>
<p>Contact the forest management office in your community or conduct research on what New Jersey is doing to protect and manage its forests from fires and invasive species. Develop questions to interview an environmental director in your</p>	<p>Research how New Jersey manages its natural resource of fresh water and salt water fish, the fishing industry in New Jersey, and agriculture. Identify the immediate risks to each of these resources. 6.1.5.EconNE.2</p>	<p>Explore the Museum of the Future in Dubai and engage in a round table discussion about how technology and artificial intelligence are being considered to help us with the problems of climate, landfills, and food. 6.1.5.EconNE.2</p>



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<i>town or at a local college about forests and agriculture. 6.1.5.EconNE.2</i>		
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Grade 3 – Unit 5: Improving Our Community

Rationale

This culminating unit should integrate all content areas as deemed appropriate. The focus of this unit is to empower students to use their knowledge and skills to change the world around them, specifically in addressing climate change and the environment. Students should take the lead in identifying a local problem, investigating different sources, developing an action plan and taking action. It is important to allow enough time in the school calendar for these performance expectations and to present the action plan to an audience. Students may be assessed on one of these performance expectations and work collaboratively with one or more students.

Core Idea	Performance Expectations	Learning Objectives	Resources/Interdisciplinary Suggestions
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	To identify extreme weather events (i.e. hurricanes, earthquakes, blizzards, tsunamis, droughts, etc.) and explain their effects on people, places, and the environment.	Read excerpts from the <i>I Survived</i> books on The Destruction of Pompeii, Japanese tsunami, or Hurricane Katrina.
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.	Identify on a map of New Jersey, the areas that will experience flooding as the climate continues to warm in this century. Educate students and people in your community about the current solutions for the challenges of a changing climate. (hydroponic farming, flood gates, wind farms, etc.)	<i>The series of four 6.3. performance Expectations in this unit is by design. It is an opportunity to plan an engaging interdisciplinary unit with other content areas (math, science, art, ELA, etc.). It is also an opportunity for a field trip, action project in the community, guest speakers, development of a skit, structured debates, a showcase for parents or invited guests from the school and community, collaboration with students or adults in other areas of NJ, the United States, or the world, and to read literature, and study art and music that is relevant to climate and the environment.</i>



<p>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</p>	<p>6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.</p>	<p>Inform others of the impact of a changing climate on New Jersey (migrations, heat related deaths, food insecurity, repairs from storm damages) and provide information on how to reduce carbon emissions.</p>	<p>Conduct interviews with engineers, scientists, health professionals, and psychologists about climate related issues. Greta and the Giants by Zoe Tucker</p>
<p>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</p>	<p>6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</p>	<p>Research how New Jersey is preparing for the effects of climate change in the 21st century.</p>	<p>Write letters to local and state officials about issues in your community and proposed actions to address them. Collaborate with math teachers about the accuracy of data and different ways to extrapolate and present the data.</p>
<p>In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.</p>	<p>6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.</p>	<p>Inform others of the impact of a changing climate on New Jersey (migrations, heat related deaths, food insecurity, repairs from storm damages) and provide information on how to reduce carbon emissions.</p>	<p>Use technology to conduct virtual meetings, collect and analyze information from surveys, to document information about possible effects of extreme weather in your community, and to estimate the costs of possible solutions. Still Waiting: A Children's Book About Climate Change</p>

Compelling and Supporting Questions:

- ❖ **How is climate change affecting New Jersey?**
 - *What is the biggest threat to New Jersey from climate change?*
 - *How has industry and transportation changed the environment of New Jersey?*
 - *Why are some people opposed to restrictions on fossil fuels?*
 - *Should New Jersey lead the nation in sustainable energy or follow other states?*
 - *Are the solutions to climate change best implemented by state or federal government?*

Sample Skills-Based Activities



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The following suggested activities are designed to support the integration of the 2020 NJSLS-SS Social Studies Practices through the designated performance expectations.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <input type="checkbox"/> Developing questions and planning inquiry <input type="checkbox"/> Gathering and evaluating sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeking diverse perspectives <input type="checkbox"/> Developing claims and using evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenting arguments and explanations <input type="checkbox"/> Engaging in civil discourse and critiquing conclusions <input type="checkbox"/> Taking informed action
<p><i>Study the city of Pompeii in Sicily and how it was destroyed by volcanic eruptions from Mt. Vesuvius.</i> 6.1.5.GeoHE.3</p>	<p><i>Research Hurricane Katrina and collect newspaper articles about the historic storm and its impact on the people and the environment of Louisiana and the southern area of Louisiana.</i> 6.1.5.GeoHE.3</p>	<p><i>Analyze the drought of the 1930s (i.e. the Dust Bowl) and its impact on the migration of people to other areas of the United States.</i> 6.1.5.GeoHE.3</p>

These Performance Expectations require student inquiry and investigation through research. This is an opportunity to use relevant topics in your local community relating to the environment, health and safety, or an issue in your school or community.

<p><i>Inform your audience about the problems that New Jersey will continue to experience as temperatures continue to warm. These problems include flooding, extreme weather, food insecurity, migration of populations, and heat related deaths.</i> 6.3.5.CivicsPD.2</p>	<p><i>Interview members of your local government and Board of Education on proposed or completed projects to reduce carbon emissions, waste, and promoting a sustainable environment. Present this information in a video, digital presentation, or publication.</i> 6.3.5.CivicsPD.2</p>	<p><i>Present a proposal, including costs, to make your school a sustainable school with EV chargers, solar energy, trees, recycling program, food waste program, EV school buses, no idling zones, energy efficient windows and doors, community garden, etc. Interview an architect or environmental expert.</i> 6.3.5.CivicsPD.2</p>
<p><i>Debate if solar or wind energy is the best solution as a source of sustainable energy for your community. Interview installers and leaders in communities currently using solar and wind as a source of energy. Provide a plan for your community or the schools in your district.</i> 6.3.5.CivicsPD.1</p>	<p><i>Debate the proposal to air condition the schools in your district or city because of the expected higher temperatures in the coming years. Use a structured debate model to debate if this solution will only increase carbon emissions and be counterproductive.</i> 6.3.5.CivicsPD.1</p>	<p><i>Make a presentation on the need to make your school community a model for environmental sustainability. Identify areas where education and change can be effective. (no idling of cars on school property, electric buses, recycling, solar window panes to charge devices, reducing food waste, saving water, etc.)</i> 6.3.5.CivicsPD.1</p>



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<p><i>Identify the effects of climate changes in your area of New Jersey and develop questions for a panel discussion to propose solutions. (i.e. food insecurity, flooding, negative impact on the economy, need to upgrade infrastructure, heat related deaths, older homes, etc.)</i> 6.3.5.GeoHE.1</p>	<p><i>Research the initiatives being taken by the State of New Jersey to prepare for the effects of a changing climate. Analyze the effectiveness of these projects or initiatives.</i> 6.3.5.GeoHE.1</p>	<p><i>Research how other countries are addressing flooding from rising sea levels and implement some of their solutions into your action plan for New Jersey. <u>Rutgers University Study</u></i> 6.3.5.GeoHE.1</p>
<p><i>Research the effects of extreme weather on New Jersey over time. Blizzard of 1888, Floods of 1903, Great Atlantic Hurricane of 1944, Nor'easter of 1962, Heat Wave of 1966, Superstorm Sandy in 2012. <u>Norcast</u></i> 6.3.5.GeoGI.1</p>	<p><i>Research the impact of a warmer climate on your community and its impact on the ecosystem, economy, young children, and the elderly. <u>National Climate Assessment Report (2023)</u></i> 6.3.5.GeoGI.1</p>	<p><i>Develop a proposed plan of action for your community regarding a sustainable environment for the future. (i.e. strategy to increase the use of electric vehicles, introduce new forms of energy for heat and electric, reduce traffic on roads, hydroponic farming, reduction in methane gas.)</i> 6.3.5.GeoGI.1</p>