

**Green Township School District
Third Grade Social Studies Benchmarks**

Report Card Indicators			
6.1 U.S. History: America in the World:			
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.			
6.1.4.A Civics, Government, and Human Rights		MP #1	MP #2
6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.	<ul style="list-style-type: none"> Explain how rules and laws created by community protect the rights of people 		
	<ul style="list-style-type: none"> Explain how rules and laws created by community help resolve conflicts 		
	<ul style="list-style-type: none"> Explain how rules and laws created by community promote the common good 		
	<ul style="list-style-type: none"> Explain how rules and laws created by state government protect the rights of people 		
	<ul style="list-style-type: none"> Explain how rules and laws created by state government help resolve conflicts 		
	<ul style="list-style-type: none"> Explain how rules and laws created by state government promote the common good 		
	<ul style="list-style-type: none"> Explain how rules and laws created by national governments protect the rights of people 		
	<ul style="list-style-type: none"> Explain how rules and laws created by national governments help resolve conflicts 		
	<ul style="list-style-type: none"> Explain how rules and laws created by national governments promote the common good 		

6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.	<ul style="list-style-type: none"> Explain how fundamental rights guaranteed by the United States Constitution contribute to the continuation and improvement of American democracy. 			
	<ul style="list-style-type: none"> Explain how fundamental rights guaranteed by the Bill of Rights contribute to the continuation and improvement of American democracy. 			
6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.	<ul style="list-style-type: none"> Determine how “fairness” has influenced new laws and policies over time at the local levels of United States government 			
	<ul style="list-style-type: none"> Determine how “equality” has influenced new laws and policies over time at the local levels of United States government. 			
	<ul style="list-style-type: none"> Determine how the “common good” has influenced new laws and policies over time at the local levels of United States government. 			
	<ul style="list-style-type: none"> Determine how “fairness” has influenced new laws and policies over time at the national levels of United States government 			
	<ul style="list-style-type: none"> Determine how “equality” has influenced new laws and policies over time at the national levels of United States government. 			
	<ul style="list-style-type: none"> Determine how the “common good” has influenced new laws and policies over time at the national levels of United States government. 			
6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.	<ul style="list-style-type: none"> Explain how the United States government is organized 			
	<ul style="list-style-type: none"> Explain how the United States Constitution defines the power of government. 			
	<ul style="list-style-type: none"> Explain how the United States Constitution checks the power of 			

	government.			
6.1.4.A.9 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"> • Compare responses of past individuals and groups to violations of fundamental rights (e.g., fairness, civil rights, human rights). 			
	<ul style="list-style-type: none"> • Compare responses of present individuals and groups to violations of fundamental rights (e.g., fairness, civil rights, human rights). 			
	<ul style="list-style-type: none"> • Contrast responses of past individuals and groups to violations of fundamental rights (e.g., fairness, civil rights, human rights). 			
	<ul style="list-style-type: none"> • Contrast responses of present individuals and groups to violations of fundamental rights (e.g., fairness, civil rights, human rights). 			
6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.	<ul style="list-style-type: none"> • Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change 			
	<ul style="list-style-type: none"> • Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders inspired social activism in subsequent generations. 			
6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.	<ul style="list-style-type: none"> • Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community level. 			
	<ul style="list-style-type: none"> • Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the state level. 			
	<ul style="list-style-type: none"> • Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the national level. 			
	<ul style="list-style-type: none"> • Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising 			

	their civic responsibilities at the global level.			
6.1.4.A.12 Explain the process of creating change at the local, state, or national level.	<ul style="list-style-type: none"> ● Explain the process of creating change at the local level 			
	<ul style="list-style-type: none"> ● Explain the process of creating change at the state level. 			
	<ul style="list-style-type: none"> ● Explain the process of creating change at the national level. 			
B. Geography, People, and the Environment		MP #1	MP #2	MP #3
6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.	<ul style="list-style-type: none"> ● Compare information that can be found on different types of maps 			
	<ul style="list-style-type: none"> ● Contrast information that can be found on different types of maps 			
	<ul style="list-style-type: none"> ● Determine how the information t found on different types of maps may be useful. 			
6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence	<ul style="list-style-type: none"> ● Use physical maps to explain how the location and spatial relationship of places in New Jersey have contributed to cultural diffusion 			
	<ul style="list-style-type: none"> ● Use physical maps to explain how the location and spatial relationship of places in New Jersey have contributed to economic interdependence 			
	<ul style="list-style-type: none"> ● Use physical maps to explain how the location and spatial relationship of places in the United States have contributed to cultural diffusion 			
	<ul style="list-style-type: none"> ● Use physical maps to explain how the location and spatial relationship of places in the United States have contributed to economic interdependence 			
	<ul style="list-style-type: none"> ● Use physical maps to explain how the location and spatial relationship of different areas of the world have contributed to cultural diffusion 			

	<ul style="list-style-type: none"> Use physical maps to explain how the location and spatial relationship of different areas of the world have contributed to economic interdependence 			
	<ul style="list-style-type: none"> Use political maps to explain how the location and spatial relationship of places in New Jersey have contributed to cultural diffusion 			
	<ul style="list-style-type: none"> Use political maps to explain how the location and spatial relationship of places in New Jersey have contributed to economic interdependence 			
	<ul style="list-style-type: none"> Use political maps to explain how the location and spatial relationship of places in the United States have contributed to cultural diffusion 			
	<ul style="list-style-type: none"> Use political maps to explain how the location and spatial relationship of places in the United States have contributed to economic interdependence 			
	<ul style="list-style-type: none"> Use political maps to explain how the location and spatial relationship of different areas of the world have contributed to cultural diffusion 			
	<ul style="list-style-type: none"> Use political maps to explain how the location and spatial relationship of different areas of the world have contributed to economic interdependence 			
6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude	<ul style="list-style-type: none"> Explain how to use digital geographic tools and political maps to measure distances and to determine time zones and locations using latitude and longitude 			
	<ul style="list-style-type: none"> Explain how to use digital geographic tools and globes to measure distances and to determine time zones and locations using latitude and longitude 			
	<ul style="list-style-type: none"> Explain when it is important to use digital geographic tools and political maps to measure distances and to determine time 			

	zones and locations using latitude and longitude			
	<ul style="list-style-type: none"> ● Explain when it is important to use digital geographic tools and globes to measure distances and to determine time zones and locations using latitude and longitude 			
6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States	<ul style="list-style-type: none"> ● Describe how landforms have impacted where and how people live and work in different regions of New Jersey 			
	<ul style="list-style-type: none"> ● Describe how climate and weather have impacted where and how people live and work in different regions of New Jersey 			
	<ul style="list-style-type: none"> ● Describe how availability of resources have impacted where and how people live and work in different regions of New Jersey 			
	<ul style="list-style-type: none"> ● Describe how landforms have impacted where and how people live and work in different regions of the United States 			
	<ul style="list-style-type: none"> ● Describe how climate and weather have impacted where and how people live and work in different regions of the United States 			
	<ul style="list-style-type: none"> ● Describe how availability of resources have impacted where and how people live and work in different regions of the United States 			
6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.	<ul style="list-style-type: none"> ● Describe how human interaction impacts the environment in New Jersey 			
	<ul style="list-style-type: none"> ● Describe how human interaction impacts the environment in the United States. 			
6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.	<ul style="list-style-type: none"> ● Explain why some locations in New Jersey are more suited for settlement than others. 			
	<ul style="list-style-type: none"> ● Explain why some locations in the United States are more suited for settlement than others. 			

6.1.4.B.8 Compare ways people choose to use and distribute natural resources.	<ul style="list-style-type: none"> • Compare ways people choose to use natural resources. 			
	<ul style="list-style-type: none"> • Compare ways people choose to distribute natural resources. 			
6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.	<ul style="list-style-type: none"> • Identify major cities in New Jersey 			
	<ul style="list-style-type: none"> • Identify major cities in the United States 			
	<ul style="list-style-type: none"> • Identify major cities in the world 			
	<ul style="list-style-type: none"> • Explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences. 			
C. Economics, Innovation, and Technology		MP #1	MP #2	MP #3
6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.	<ul style="list-style-type: none"> • Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities. 			
6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.	<ul style="list-style-type: none"> • Distinguish between needs and wants 			
	<ul style="list-style-type: none"> • Explain how scarcity and choice influence decisions made by individuals 			
	<ul style="list-style-type: none"> • Explain how scarcity and choice influence decisions made by communities 			
	<ul style="list-style-type: none"> • Explain how scarcity and choice influence decisions made by nations. 			
6.1.4.C.3 Explain why incentives vary between and among producers and consumers.	<ul style="list-style-type: none"> • Explain why incentives vary between and among producers 			
	<ul style="list-style-type: none"> • Explain why incentives vary between and among consumers 			

6.1.4.C.4 Describe how supply and demand influence price and output of products.	<ul style="list-style-type: none"> Describe how supply and demand influence price of products 			
	<ul style="list-style-type: none"> Describe how supply and demand influence output of products 			
6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.	<ul style="list-style-type: none"> Explain the role of specialization in the production and exchange of goods and services. 			
6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.	<ul style="list-style-type: none"> Describe the role and relationship among households, businesses, laborers, and governments within the economic system. 			
6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.	<ul style="list-style-type: none"> Compare how the availability of resources affects people across the world differently 			
	<ul style="list-style-type: none"> Contrast how the availability of resources affects people across the world differently 			
6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.	<ul style="list-style-type: none"> Explain the role of money in individuals' lives 			
	<ul style="list-style-type: none"> Explain the role of savings in individuals' lives 			
	<ul style="list-style-type: none"> Explain the role of debt in individuals' lives 			
	<ul style="list-style-type: none"> Explain the role of investment in individuals' lives 			
D. History, Culture, and Perspectives		MP #1	MP #2	MP #3
6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.	<ul style="list-style-type: none"> Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. 			
6.1.4.D.2 Summarize reasons	<ul style="list-style-type: none"> Summarize reasons why various groups, voluntarily and 			

why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.	involuntarily, immigrated to New Jersey			
	<ul style="list-style-type: none"> Describe the challenges encountered by various groups who voluntarily and involuntarily immigrated to New Jersey 			
	<ul style="list-style-type: none"> Summarize reasons why various groups, voluntarily and involuntarily, immigrated to America 			
	<ul style="list-style-type: none"> Describe the challenges encountered by various groups who voluntarily and involuntarily immigrated to America 			
6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.	<ul style="list-style-type: none"> Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation historically 			
	<ul style="list-style-type: none"> Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation in present day 			
6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.	<ul style="list-style-type: none"> Explain how key events led to the creation of the United States 			
	<ul style="list-style-type: none"> Explain how key events led to the creation of the state of New Jersey. 			
6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.	<ul style="list-style-type: none"> Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. 			
6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United	<ul style="list-style-type: none"> Describe the civic leadership qualities and historical contributions of George Washington toward the development of the United States government. 			
	<ul style="list-style-type: none"> Describe the civic leadership qualities and historical contributions of Thomas Jefferson toward the development of the United States government. 			

States government.	<ul style="list-style-type: none"> Describe the civic leadership qualities and historical contributions of Benjamin Franklin toward the development of the United States government. 			
6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.	<ul style="list-style-type: none"> Explain the impact of trans-Atlantic slavery on New Jersey 			
	<ul style="list-style-type: none"> Explain the impact of trans-Atlantic slavery on the nation 			
	<ul style="list-style-type: none"> Explain the impact of trans-Atlantic slavery on individuals. 			
6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	<ul style="list-style-type: none"> Describe how stereotyping and prejudice can lead to conflict, using examples from the past 			
	<ul style="list-style-type: none"> Describe how stereotyping and prejudice can lead to conflict, using examples from the present. 			

<p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>				
A. Civics, Government, and Human Rights		MP #1	MP #2	MP #3
6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials	<ul style="list-style-type: none"> Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials 			
6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue	<ul style="list-style-type: none"> Select a local issue and develop a group action plan to inform school and/or community members about the issue 			
6.3.4.A.4 Communicate with students from various	<ul style="list-style-type: none"> Communicate with students from various countries about common issues of public concern and possible solutions. 			

countries about common issues of public concern and possible solutions.				
C. Economics, Innovation, and Technology		MP #1	MP #2	MP #3
6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.	<ul style="list-style-type: none"> Develop and implement a group initiative that addresses an economic issue impacting children. 			
D. History, Culture, and Perspectives		MP #1	MP #2	MP #3
6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	<ul style="list-style-type: none"> Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 			
	<ul style="list-style-type: none"> Propose solutions to address such actions that are unfair or discriminatory, such as bullying 			