

Social Studies Planned Course- Third Grade

Unit: **America Yesterday and Today**

Content Standard: **Identify the purpose, structure, functions, and types of governments, and the rights and responsibilities of citizens.**

State Curriculum Standard: **5.1 Principles and Documents of Government**

Course Content	Student Performance	Resources	Assessments
<p>F. Portions of Famous Speeches and Writings that Reflect the Basic Principles and Ideals of Government</p>	<ul style="list-style-type: none"> • Identify the symbols and words found on United States currency • Make a Four Door book illustrating the front, back, name of coin of bill, and how much it is worth • Students work in partners • Display on bulletin board – “Money in America” • Read and analyze the poem “Martin Luther King Day” • Read and analyze the poem “Thanksgiving Day is Here”, then write another verse for the poem. • Read and analyze the poem “On the Fourth of July” • Review important political holidays by viewing and discussing “U. S. Celebrations” video • Read original speeches and sayings of Abraham Lincoln and Martin Luther King. Identify why they reflect ideals of the government 	<ul style="list-style-type: none"> • <u>Patriotic Songs & Symbols</u>, (Teacher Created Materials, Inc, @ 2002) pgs. 15 and 19 • <u>Patriotic Songs & Symbols</u>, (Teacher Created Materials, Inc, @ 2002) p. 18, liberty bell pattern, appendix page • <u>Patriotic Songs & Symbols</u>, (Teacher Created Materials, Inc, @ 2002) p. 22 • “U. S. Symbols” • <u>Patriotic Songs & Symbols</u>, (Teacher Created Materials, Inc, @ 2002) pgs. 39 – 40 “Dollar Art”, appendix page 4 and 5, <u>Foldables</u>, (Macmillan/McGraw-Hill @ 2003) p. 28 • <u>Read-Aloud Anthology</u> Macmillan/McGraw-Hill @ 2003) pgs. 79 and 102 • <u>Read-Aloud Anthology</u> Macmillan/McGraw-Hill @ 2003) pgs. 81 and 103 • <u>Read-Aloud Anthology</u> Macmillan/McGraw-Hill @ 2003) pgs. 82 and 103 • “U. S. Celebrations” • “Selected Quotes of Abraham Lincoln”, “I Have a Dream Speech”, appendix pages 8, 9, 10, 11 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • Class discussion • Liberty Bell Facts • Quiz: “Our Country United”, appendix page 6, <u>Patriotic Songs & Symbols</u>, (Teacher Created Materials, Inc, @ 2002) p. 45 • Individual / group project/ presentation • Draw a picture of a holiday celebration. Write a paragraph describing the illustration <p><u>Enrichment</u></p> <ul style="list-style-type: none"> • “Essay”, appendix page 7 • Write an original “I Have a Dream” speech, and present it orally

Social Studies Planned Course- Third Grade

Unit: **America Yesterday and Today**

Content Standard: **Explain how economic principles affect choice, market factors, demand, and price.**

State Curriculum Standard: **6.2 Markets and Functions of Government**

Course Content	Student Performance	Resources	Assessments
A. Means of Payment	<ul style="list-style-type: none"> • Read about the Pilgrims and Wampanoags, and decide why they traded with each other • Use Wampanoag trading activities to develop an understanding of bartering. Complete worksheet to compute bartering amounts • Play trading game to gain understanding of how to barter • Make a list of skills or goods you could trade with your classmates. Decide what you would like in return 	<ul style="list-style-type: none"> • Communities Around Us (Silver Burdett Ginn @ 1997) pgs 190 – 207, appendix pages 12 and 13 • “Wampum Worksheet”, appendix pages 14 - 17 • “I’ll Trade You”, appendix pages 17 - 19 • pencil, paper 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • “Trade at Plymouth” response sheet • Individual / group project / presentation • “Design Your Own Money”, <u>Patriotic Songs & Symbols</u>, (Teacher Created Materials, Inc, @ 2002) p. 40 - 41 <u>Technology:</u> www.frbsf.org/currency/iconography/plants.html

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Unit: **America Yesterday and Today**

Content Standard: **Understand the concept of location, place, human-environment interaction, movement, region, and usage of geographic tools to collect, analyze, and interpret information.**

State Curriculum Standard: **7.3 The Human Characteristics of Places and Regions**

Course Content	Student Performance	Resources	Assessments
A. The Identification of Human Characteristics of Places and Regions by Their Settlement Characteristics	<ul style="list-style-type: none">• Read and identify why Pilgrims chose Plymouth as a settlement site. Make a web of the reasons for choosing Plymouth	<ul style="list-style-type: none">• <u>If You Sailed on The Mayflower</u> (Scholastic, Inc. @1969), pgs. 43 - 45• "Plymouth Map Project", appendix pages 20 – 21, construction paper, colored pencils	<ul style="list-style-type: none">• Teacher observation / anecdotal information• Draw a map of Plymouth representing reasons why this site was chosen as a settlement site

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Unit: **America Yesterday and Today**

Content Standard: **Explore how human needs, ideas, issues, events, and the significance of cultural diversity have influenced the reshaping of our communities, states, nations, and the world.**

State Curriculum Standard: **8.1 Historical Analysis and Skills Development**

Course Content	Student Performance	Resources	Assessments
D. Historical Research	<ul style="list-style-type: none"> • Read and analyze <u>Flight</u> <ul style="list-style-type: none"> • Create a T-chart comparing what the world would be like without flight and how the world has changed because of flight • Read <u>A Foggy Flight</u> and compare the flights of Charles Lindberg and Louis Bleriot 	<ul style="list-style-type: none"> • <u>Picture This</u> {Pearson Education, Inc., @ 2002), pages 150-171 • <u>A Foggy Flight</u>, Leveled Reader 81B (Scott Foresman @ 2002), Venn diagram 	<ul style="list-style-type: none"> • Write a two paragraph newspaper article about Charles Lindberg's historic flight, using facts from the story "Flight" • Class discussion

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Content Standard: **Explore how human needs, ideas, issues, events, and the significance of cultural diversity have influenced the reshaping of our communities, states, nations, and the world.**

State Curriculum Standard: **8.2 Pennsylvania History**

Course Content	Student Performance	Resources	Assessments
<p>A. Political and Cultural Contributions of Individuals and Groups to Pennsylvania History</p> <p>B. Primary Documents, Material Artifacts and Historic Sites Important in Pennsylvania History</p> <p>C. Conflict and Cooperation Among Social Groups and Organizations in Pennsylvania</p>	<ul style="list-style-type: none"> • Read and list the cultural contributions of Benjamin Franklin • Read <u>The Amish</u> and complete “Think and Respond” <ul style="list-style-type: none"> • Complete a Venn diagram to compare and contrast Amish life and the way we live • Make a classroom quilt that describes life in third grade • Read and identify facts about the Liberty Bell <ul style="list-style-type: none"> • Use bell -shaped paper to list facts about the Liberty Bell • Use an almanac to research facts about Pennsylvania • Read and discuss the peace treaty made between the Pilgrims and the Indians 	<ul style="list-style-type: none"> • <u>U.S. History Little Books Famous People</u> (Teacher Created Materials, Inc., @ 2002) pgs. 136 - 141 • <u>Time Readers for Kids: The Amish</u> (Time for Kids @ 2004), <u>Teacher’s Guide: People and Communities:</u> (Time for Kids @ 2004) p. 37, Venn diagram • Quilting supplies or construction paper and markers • <u>Patriotic Songs & Symbols</u>, (Teacher Created Materials, Inc, @ 2002) p. 18, bell -shaped paper, appendix page 28 • “Using an Almanac”, appendix page 29 • <u>If You Sailed on the Mayflower in 1620</u> (Scholastic, Inc. @ 1969) pages 55 - 56 	<ul style="list-style-type: none"> • Fact Kite (TCM p. 141) • Teacher-generated assessment, “True or False?” • Liberty bell fact list • Create a replica of the peace treaty • Venn diagram, “Compare the Amish Way of Life and the Way We Live”

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Content Standard: **Explore how human needs, ideas, issues, events, and the significance of cultural diversity have influenced the reshaping of our communities, states, nations, and the world.**

State Curriculum Standard: **8.3 United States History**

Course Content	Student Performance	Resources	Assessments
<p>A. Contributions of Individuals and Groups to U.S. History</p> <p>B. Primary Documents, Material Artifacts and Historic Sites Important in U. S. History</p>	<ul style="list-style-type: none"> • Read about the Pilgrims and the Wampanoags and name a contribution that each group has made to the future of the United States • Read and find information about important figures in U. S. history <ul style="list-style-type: none"> • Use information to complete projects • “Presidential Figures” Make cardboard cutouts of U. S. presidents to display in class • Read a table to determine how US citizens contributed to the history of our country • Create a book about the making of the Constitution • Read about the history of the Pledge of Allegiance and write a student pledge • Build background of Washington DC by viewing and discussing the video “Washington DC” • “A Home With History: The White House” Technology: www.whitehouse.gov/WH/kids/html/home/html • Read “A Walk on the Mall” and complete diagram 	<ul style="list-style-type: none"> • Communities Around Us (Silver Burdett, Ginn @ 1997), pages 194 – 198, “A Year at Plymouth”, appendix page 30 • <u>U.S. History Little Books Famous People</u> (Teacher Created Materials, Inc., @ 2002) pgs. 12 – 38, 54 – 85, 93-141 • <u>Social Studies Plus! A Hands on Approach</u> Pearson Education, Inc., @ 2003), p. 123 • “Read a Table”, appendix page 41 • Powerpoint directions, appendix pages 42 – 54 • <u>US History Little Books Famous Events</u> pages 17-21 • <u>Patriotic Songs & Symbols</u>, (Teacher Created Materials, Inc, @ 2002) pgs. 12-13 • “Washington DC” • Technology: www.whitehouse.gov/WH/kids/html/home/html 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • “American Heroes” appendix pages 31 – 40 • Present a written and oral biography on a historical person, using a power point slide presentation

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State Curriculum Standard: **8.3 United States History**

Course Content	Student Performance	• Resources	• Assessments
	<ul style="list-style-type: none"> • Write riddles about famous government buildings • Make a mini book, showing a timeline of the different flags of the USA • Identify correct procedures for displaying the American flag • “Putting Together Betsy Ross” • <u>Technology:</u> http://www.Ushistory.org/betsy/flagtale.html • Read “Star-Spangled Music” to find out the story behind our national anthem 	<ul style="list-style-type: none"> • <u>Communities Around Us</u> (Silver Burdett Ginn, @ 1997) pgs. 282 – 285, “White House Tour with the First Cat”, appendix page 57 • <u>Communities Around Us</u> (Silver Burdett Ginn, @ 1997) pgs. 286 – 289, appendix page 58 • <u>Social Studies Plus</u> (Pearson Education, Inc., @ 2003), p. 81 • <u>Patriotic Songs & Symbols</u>, (Teacher Created Materials, Inc, @ 2002) p. 4 • <u>Patriotic Songs & Symbols</u>, (Teacher Created Materials, Inc, @ 2002) p. 5 • <u>U.S. History Little Books Famous People</u> (Teacher Created Materials, Inc., @ 2002) pgs. 84-85 • “To Betsy’s House to Make a Flag”, appendix page 60 • Appendix pages 61 – 63 • Appendix pages 64 – 65 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • “A Trip to Our Capital”, appendix pages 55 – 56 • “Our National Capital”, appendix page 59 • Riddles project • Individual / group project / presentation

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State Curriculum Standard: **8.3 United History**

Course Content	Student Performance	Resources	Assessments
<p>C. Important Changes in U.S. History</p>	<ul style="list-style-type: none"> • Use a timeline to answer questions about changes in transportation • Read “Childtimes” and identify how transportation brought changes to life in the three generations of a family <ul style="list-style-type: none"> • Make a three tab book to illustrate the changes • Compare the routes of the Union Pacific and Central Pacific Railroads <ul style="list-style-type: none"> • Write an ad for the Transcontinental Railroad, using “Travel by Train” • Read “A Lost World” to discover the changes experienced by Native Americans after American settlers moved west <ul style="list-style-type: none"> • Use a Venn diagram to compare life before and after the arrival of the settlers 	<ul style="list-style-type: none"> • “Using a Timeline”, appendix page 66 • <u>Read-Aloud Anthology</u> Macmillan/McGraw-Hill @ 2003) pgs. 49 – 52 <u>Foldables</u>, (Macmillan/McGraw-Hill @ 2003) p. 22 • (CAU) pgs 234 – 237, “A Railroad Across the Country”, appendix page 67, <u>Social Studies Plus! A Hands on Approach</u> Pearson Education, Inc., @ 2003), p. 85 • <u>Fluency Formula</u>, (Scholastic, Inc. @2003) p. 78-80, Venn diagram 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • Individual / group project / presentation • “A Lost World” comprehension worksheet

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State Curriculum Standard: **8.3 United History**

Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> • Read about the growth of the U. S. and compare the areas of settled space of maps of the U. S. from 1783 – 1959. Assemble a mini book illustrating the growth of the U.S., using “The Growth of the U. S. A.” • Read <u>Transportation: Yesterday and Today</u>, and complete “Think and Respond” • Read about changes in transportation and make a layered book illustrating the stages of transportation • Read “Diary of Mrs. Amelia Stewart Knight” and compare travel on the Oregon Trail to modern day travel • Read <u>Lewis and Clark</u>, and complete “Think and Respond” • Read <u>Inventors and Their Inventions</u>, and complete “Think and Respond” <ul style="list-style-type: none"> • Choose one modern invention and research to find out about it, then write a report and illustrate • Read about the Industrial Revolution and make a book illustrating the changes that occurred 	<ul style="list-style-type: none"> • <u>U.S. History Little Books Famous Events</u> (Teacher Created Materials, Inc., @ 2002) pgs. 94-107 • <u>Time Readers for Kids: Transportation: Yesterday and Today</u> (Time for Kids @ 2004), <u>Teacher’s Guide: People and Communities:</u> (Time for Kids @ 2004) p. 49-52 • <u>U.S. History Little Books Famous Events</u> (Teacher Created Materials, Inc., @ 2002) pgs. 84 - 93 • <u>Read-Aloud Anthology</u> Macmillan/McGraw-Hill @ 2003) pgs. 27 – 29, 94 • <u>Time Readers for Kids: Lewis and Clark</u> (Time for Kids @ 2004), <u>Teacher’s Guide: People and Communities:</u> (Time for Kids @ 2004) p. 53 - 56 • <u>Time Readers for Kids: Inventors and Their Inventions</u> (Time for Kids @ 2004), <u>Teacher’s Guide: People and Communities:</u> (Time for Kids @ 2004) p. 69-72 • Appendix, page 68 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • Mini book project • “Travel Time Line” <u>Social Studies Plus! A Hands on Approach</u> Pearson Education, Inc., @ 2003), p. 84 • Venn Diagram to compare travel on the Oregon Trail to modern day travel • “Fearless Leaders”, <u>Social Studies Plus! A Hands on Approach</u> (Pearson Education, Inc. – 2003) • Research Report on invention • “Important Invention Portraits” <u>Social Studies Plus! A Hands on Approach</u> Pearson Education, Inc., @ 2003), p. 84 • “Group Performance Task – A Book of Change” • “Individual Performance Task – Make a Time Line”

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State Curriculum Standard: **8.3 United History**

Course Content	Student Performance	Resources	Assessments
<p>D. Conflict and Cooperation Among Social groups and Organizations in United States History</p>	<ul style="list-style-type: none"> • Read “Boom Town” and design a poster encouraging settlers to move to a boom town during the Gold Rush • Read and discuss slavery in the United States. Make a pop-out book that illustrates a timeline of the stages of slavery • Read “The Civil Rights Movement” and create a poster showing the timeline of important events • Act out a drama play about Rosa Parks, discussing the unfair treatment of African Americans <p><u>Technology:</u> www.afroam.org/children/bra/in/historyquiz/g1.html</p> <ul style="list-style-type: none"> • Review the civil rights movement by viewing and discussing the video “Our Friend Martin” 	<ul style="list-style-type: none"> • <u>U.S. History Little Books Famous Events</u> (Teacher Created Materials, Inc., @ 2002) pgs. 22 – 26 • Appendix page 68 • Appendix page 69 • <u>Read-Aloud Anthology</u> Macmillan/McGraw-Hill @ 2003) pgs. 30 – 31, 94 • <u>U.S. History Little Books Famous Events</u> (Teacher Created Materials, Inc., @ 2002) pgs. 34 – 42 • <u>U.S. History Little Books Famous Events</u> (Teacher Created Materials, Inc., @ 2002) pgs. 131 – 137 • <u>Social Studies Plus! A Hands on Approach</u> Pearson Education, Inc., @ 2003), p.117 – 121, “Know Your History”, appendix page 70 • “Our Friend Martin” 	<ul style="list-style-type: none"> • Poster incorporating content related to the Gold Rush • Timeline poster – Civil War events • “Report It” <u>Social Studies Plus</u>, p. 123

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Unit: **America Yesterday and Today**

Content Standard: **Explore how human needs, ideas, issues, events, and the significance of cultural diversity have influenced the reshaping of our communities, states, nations, and the world.**

State Curriculum Standard: **8.4 World History**

Course Content	Student Performance	Resources	Assessments
<p>A. Individuals and Groups Who have Made Significant Political and Cultural Contributions to World History</p> <p>B. Historical Sites and Material Artifacts Important to World History</p> <p>C. Similarities and Differences between Earliest Civilizations and Life Today</p>	<ul style="list-style-type: none"> • Read and discuss “Tut’s Tomb” • <u>Technology</u>: www.rom.on.ca/egypt/hiero/hiero.html • Read and discuss <u>Christopher Columbus</u>. List dates and important events. Use the timeline information to make an accordion book • Read and discuss quotes from famous Americans. Make a character education poster based on one of the quotes • Read and discuss “Take a Walk in Ancient Rome”. Complete comprehension questions • Read <u>World Monuments</u>, and complete “Think and Respond” • Read <u>Ancient Egypt</u> and compare ancient Egyptian customs to modern American customs using a Venn diagram 	<ul style="list-style-type: none"> • Appendix pages 71 - 73 • Appendix page 74 • <u>Christopher Columbus, Scholastic, Inc. @1962 Foldables</u>, (Macmillan/McGraw-Hill @ 2003) p. 31 • <u>Celebrate Freedom</u> (Pearson Education, Inc. @ 2003), pages 46 - 47 • Appendix pages 75 - 76 • <u>Time Readers for Kids: World Monuments</u> (Time for Kids @ 2004), <u>Teacher’s Guide: People and Communities</u>: (Time for Kids @ 2004) p. 57-60 • <u>Time Readers for Kids: Ancient Egypt</u> (Time for Kids @ 2004), <u>Teacher’s Guide: People and Communities</u>: (Time for Kids @ 2004) p. 41-44 • Pyramid pattern, appendix page 75, • <u>Time for Kids Readers Teacher’s Guide</u> (Time for Kids @ 2004) page 44 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • “Tut’s Tomb Comprehension” worksheet • Accordion book incorporating important dates / events regarding Christopher Columbus • Famous American poster project • Comprehension questions • “Write an Article”

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State Curriculum Standard: **8.4 World History**

Course Content	Student Performance	Resources	Assessments
<p>D. Conflict and Cooperation Among Social Groups and Organizations Affected World History</p>	<ul style="list-style-type: none"> • Identify and list items you would put in a pyramid if they were still used today. Tell why you chose those items to represent life in 2004 • Read and perform the play “I’ll Always Remember”. Identify hardships that immigrants experienced. • Read “Grandfather Counts” and discuss how cultural traditions are passed from one generation to another • Read <u>Anthony Reynoso: Born to Rope</u> and identify family traditions that are being passed down • Read <u>Leaders for Peace</u> and complete “Think and Respond”. Create an award for classroom Nobel Peace Prize winners 	<ul style="list-style-type: none"> • <u>Social Studies Plus! A Hands on Approach</u> Pearson Education, Inc., @ 2003), p. 30-31 • <u>Read-Aloud Anthology</u> Macmillan/McGraw-Hill @ 2003) pgs. 72 - 73, 100 • Scott Foresman Reading Imagine That!, (Pearson Education, Inc @2002), pgs. 70 – 85 • <u>Time Readers for Kids: Leaders for Peace</u> (Time for Kids @ 2004), <u>Teacher’s Guide: People and Communities</u> (Time for Kids @ 2004) p. 21-24 	<ul style="list-style-type: none"> • Pyramid presentation • Make a Family Tree • Draw a picture illustrating a family tradition • “Peace on Earth” response sheet

Social Studies Planned Course- Third Grade

Unit: Maps and Globes

Content Standard: **Understand the concept of location, place human-environment interaction, movement, region, and usage of geographic tools to collect, analyze, and interpret information.**

State Curriculum Standard: **7.1 Basic Geographic Literacy**

Course Content	Student Performance	Resources	Assessments
<p>A. Geographic Tools and Their Uses</p> <ul style="list-style-type: none"> • Parts of a map • Graphs • Diagrams • Photographs • Globes 	<ul style="list-style-type: none"> • Read <u>Geography Tools</u> and complete “Think and Respond” • Read and identify parts of a map • Use a map key to identify places on the map • Identify the eight directions on a compass rose • Create a map key • Use and identify a map scale to calculate distance • Use a graph to identify the largest cities in the US • Identify land and water forms using a diagram • Use a photograph to create symbols for a map <ul style="list-style-type: none"> • Read and discuss how the map will represent places in the photograph • Identify characteristics of a globe <ul style="list-style-type: none"> • Read and answer questions about the globe. Complete “Finding Places On Earth” 	<ul style="list-style-type: none"> • <u>Time Readers for Kids: Geography Tools</u> (Time for Kids @ 2004), <u>Teacher’s Guide: People and Communities</u> (Time for Kids @ 2004) pages 25-28 • <u>Communities Around Us</u> (Silver Burdett Ginn, @ 1997) pages M8-M9 • <u>Communities Around Us</u> (Silver Burdett Ginn, @ 1997) page M7 • <u>Communities Around Us</u> (Silver Burdett Ginn, @ 1997) pages M10-M11 • <u>Neighborhoods and Communities</u> (Scholastic, Inc. @2002) pages 10-11 • <u>Communities Around Us</u> (Silver Burdett Ginn, @ 1997) pg 214-215, pgs 190 – 191, appendix page 79 • <u>Communities Around Us</u> (Silver Burdett Ginn, @ 1997) pg. 88 • <u>Communities Around Us</u> (Silver Burdett Ginn, @ 1997) pgs. M16-M17 	<ul style="list-style-type: none"> • “Geography Crossword” response sheet • “Map Basics”, appendix page 76 - 77 • “Dizzy Designs”, appendix page 78 • Text-generated “Skills Test” • “Using Graphs” , appendix page 80 • “Using a Landform Map” , appendix page 81 • “Now Try This” text p. M3 • “Finding Places on Earth, appendix page 82

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Unit: **Maps and Globes**

Content Standard: **Understand the concept of location, place human-environment interaction, movement, region, and usage of geographic tools to collect, analyze, and interpret information.**

State Curriculum Standard: **7.1 Basic Geographic Literacy**

Course Content	Student Performance	Resources	Assessments
<p>B. Places and Regions</p> <ul style="list-style-type: none"> • Continents and oceans • Landforms and water • Human features 	<ul style="list-style-type: none"> • Identify the seven continents and four oceans • Read and identify kinds of land and water and their characteristics • Use vocabulary definitions and illustrations to identify characteristics of landforms • Identify countries, states, and cities on a political map of North America 	<ul style="list-style-type: none"> • <u>Communities Around Us</u> (Silver Burdett Ginn, @ 1997) pgs. M2-M3 • <u>Communities Around Us</u> (Silver Burdett Ginn, @ 1997) pgs. M4-M5 • “Landforms”, appendix pages 84 - 87 • <u>Communities Around Us</u> (Silver Burdett Ginn, @ 1997) pg. 326 <u>Foldables</u>, (Macmillan/McGraw-Hill @ 2003) p. 22 	<ul style="list-style-type: none"> • Identify continents and oceans on a blank world map • “Landforms and Water” response sheet • “Land and Water Book” response sheet • Three-Tab Book - List examples under tabs labeled countries, state, and city

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Unit: **Maps and Globes**

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State Curriculum Standard: **7.2 The Physical Characteristics of Places and Regions**

Course Content	Student Performance	Resources	Assessments
A. Physical Characteristics of Places and Regions	<ul style="list-style-type: none">• Read "Where the River Begins" and identify examples of landforms in the story• Make a picture dictionary of landforms, bodies of water, and animals that would be found in each location	<ul style="list-style-type: none">• <u>Read-Aloud Anthology</u> Macmillan/McGraw-Hill @ 2003) pgs. 8 – 10, 90• Construction paper, computer, Encardia	<ul style="list-style-type: none">• Draw a picture illustrating the landforms in the story• Picture dictionary: landforms, bodies of water, and animals

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Unit: **Maps and Globes**

Content Standard: **Explain how economic principles affect choice, market factors, demand, and price.**

State Curriculum Standard: **7.3 The Human Characteristics of places and regions**

Course Content	Student Performance	Resources	Assessments
<p>A. The Identification of Human Characteristics of Places and Regions by Their Population Characteristics</p> <p>B. The Identification of Human Characteristics of Places and Regions by Their Human Characteristics – Rural Communities</p>	<ul style="list-style-type: none"> • Construct a bar graph to show number of parents who commute to work • Read “Field” and discuss how the community changed from a rural town to a suburb <ul style="list-style-type: none"> • List examples of similar changes in our communities • Describe the characteristics of a rural community • Read “All the Places to Love” • Make a list of what is found in a rural community • Make a list of what is found in a rural community • Make a mini map book of rural places, using activity “From Eagles’ Eyes” • Use a map key, compass rose, and map of a rural area to use and analyze rural community characteristics, using “Autumn Adventure” • Identify distance between towns on a rural map, using “Three Peaks” 	<ul style="list-style-type: none"> • Commuting Bar Graph, appendix page 89 • <u>Read-Aloud Anthology</u> Macmillan/McGraw-Hill @ 2003) pgs. 11, 91 • Read Aloud Anthology, (MacMillan/McGraw-Hill, @ 2004), pages 2 – 5 • <u>Neighborhoods and Communities</u>, (Scholastic @2002), pages 48 and 49 • <u>Neighborhoods and Communities</u>, (Scholastic @2002), page 57 • <u>Neighborhoods and Communities</u>, (Scholastic @2002), page 61 	<ul style="list-style-type: none"> • Graph project: “Commuting Parents” • “Rural Communities” appendix pages 90 and 91 • Create a rural community map, using “Country Community”, <u>Neighborhoods and Communities</u>, (Scholastic @2002) pages 65 - 76

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State Curriculum Standard: **7.3 The Human Characteristics of Places and Regions**

Course Content	Student Performance	Resources	Assessments
<p>C. The Identification of Human Characteristics of Places and Regions by Their Human Characteristics – Suburban Communities</p> <p>D. The Identification of Human Characteristics of Places and Regions by Their Human Characteristics – Urban Communities</p>	<ul style="list-style-type: none"> • Compare the characteristics of a rural and suburb community <ul style="list-style-type: none"> • Read “Walk Two Moons” • Complete a Venn diagram, comparing rural and suburb communities • Use a map key to identify places on a suburb map, using “Town Center” • Analyze transportation information using “On the Right Track” • Read <u>Tar Beach</u> (or any book with a city setting) and list the characteristics of a city • Identify and create map symbols to represent places in the city • Use a map key and index to make a city park grid, using “Eight Steps to a City Park” • Follow cardinal directions to make a map of a city block, using “Blocks and Lots” activity • Design a map of one city block, using “City Block” 	<ul style="list-style-type: none"> • Appendix page 92 • <u>Neighborhoods and Communities</u>, (Scholastic @2002), p. 39 • <u>Neighborhoods and Communities</u>, (Scholastic @2002), p. 44 • <u>Tar Beach</u> • <u>Neighborhoods and Communities</u>, (Scholastic @ 2002), page 10 • <u>Neighborhoods and Communities</u>, (Scholastic @ 2002) pages 15 – 17 • <u>Neighborhoods and Communities</u>, Scholastic @ 2002), pages 19 – 20 • <u>Neighborhoods and Communities</u>, (Scholastic @ 2002), pages 25, 26, 72 - 76 	<ul style="list-style-type: none"> • “Suburban Communities”, appendix pages 93 and 94 • Create a suburb community map, using “Super Suburb”, <u>Neighborhoods and Communities</u>, (Scholastic @2002), p. 45-47, 72 – 76 • “Urban Communities” appendix page 95 • Create a city community map, using “City Planner”, <u>Neighborhoods and Communities</u>, (Scholastic @ 2002), pages 28, 29, 72 - 76

Social Studies Planned Course- Third Grade

Unit: **Maps and Globes**

Content Standard: **Understand the concept of location, place, human-environment interaction, movement, region, and usage of geographic tools to collect, analyze, interpret information.**

State Curriculum Standard: **7.3 The Human Characteristics of Places and Regions**

Course Content	Student Performance	Resources	Assessments
<p>E. The Identification of Human Characteristics of Places and Regions by Their Political Activities</p>	<ul style="list-style-type: none"> • List political units in the local area (school district, town, township) and discuss the purpose of each one • Make a layered look book to represent political units. Read text and list communities you can belong to, including town, township or borough, county, state, and country <ul style="list-style-type: none"> • Use directions for triangle shaped layered look book to complete activity 	<ul style="list-style-type: none"> • <u>Communities Around Us</u> (Silver Burdett Ginn @1997) pages 12 – 14 • <u>Foldables</u> (MacMillan / McGraw Hill) @2003) p. 24 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • Community list • Layered look book project: types of communities

Social Studies Planned Course- Third Grade

Unit: **Communities**

Content Standard: **Identify the purpose, structure, functions, and types of governments, and the rights and responsibilities of citizens.**

State Curriculum Standard: **5.1 Principles and Documents of Government**

Course Content	Student Performance	Resources	Assessments
<p>A. What Government Is</p> <p>B. The Purposes of Rules and Laws and Why They are Important in the Classroom, School, Community, State and Nation</p> <p>C. The Importance of Property and Opinions of Others</p>	<ul style="list-style-type: none"> • Read text and define government <ul style="list-style-type: none"> • View video to increase understanding of government concepts • Read text and discuss laws and rules <ul style="list-style-type: none"> • Make a three tab book illustrating examples of rules and laws at home, at school, and in the community • Develop a list of new laws for the community, based on reasons why they are needed • Read “Stories That Reach Toward the Sky!” to discover how artwork helped to resolve a conflict. Make a totem pole that represents a story from your family’s life • Identify facts and opinions 	<ul style="list-style-type: none"> • <u>Communities Around Us</u> (Silver Burdett Ginn @1997) page 246, “This is Our Government” • <u>Communities Around Us</u> (Silver Burdett Ginn @1997) pages 15 – 17 • <u>Foldables</u>, (MacMillan/ McGraw Hill @ 2003) p. 24 • “Making Laws”, appendix page 97 • Appendix pages 98 – 100, art supplies 	<ul style="list-style-type: none"> • Write a definition of government • “Essay”, appendix page 96 • “Stories That Reach Toward the Sky! Comprehension” • “Recognizing Fact and Opinion”, appendix page 101

Social Studies Planned Course- Third Grade

Unit: **Communities**

Content Standard: **Identify the purpose, structure, functions, and types of governments, and the rights and responsibilities of citizens.**

State Curriculum Standard: **5.2 Rights and Responsibilities of Citizenship**

Course Content	Student Performance	Resources	Assessments
<p>A. Rights and Responsibilities of Citizenship</p> <p>B. Sources of Conflict and Disagreement and Different Ways Conflicts Can be Resolved</p>	<ul style="list-style-type: none"> • Perform a play and discuss the importance of assuming responsibilities • Improvise scenes that represent good citizenship • Brainstorm ideas for school clean up projects <ul style="list-style-type: none"> • Create before and after posters as a way to enlist volunteers for the project • Review citizenship concepts by viewing and discussing “Citizenship in the Community” • Using scene of conflict, write a resolution to their argument <ul style="list-style-type: none"> • Share possible resolutions with the class • Identify a conflict problem and brainstorm possible solutions with a partner <ul style="list-style-type: none"> • Choose the best solution • Identify reasons conflicts get worse and decide how to solve the problem • Practice the problem solving steps involved in conflict resolution 	<ul style="list-style-type: none"> • “Responsibility” Social Studies Plus, (Pearson Education, Inc @ 2003), p. 96 - 99 • “Good Citizens” Social Studies Plus, (Pearson Education, Inc @ 2003), p. 116 • “Help Out” Social Studies Plus, (Pearson Education, Inc @ 2003), p. 128 • “Citizenship in the Community” • “Resolve Conflict”, appendix page 105 • “Solve a Problem”, appendix page 106 • “What Makes Conflicts Grow?”, appendix page 107 • <u>Communities Around Us, Teacher’s Edition</u> (Silver Burdett Ginn Inc. @ 1997) p. 242D, appendix page 108 	<ul style="list-style-type: none"> • Responsibility Chart, appendix page 102 • “Be a Good Citizen”, appendix page 103 • Individual Performance Task “Ideal Citizen”, appendix page 104 • Identify conflict-resolution words. Write about a conflict that was resolved peacefully, using words from the list • “Conflict Word Search”, appendix page 109

Social Studies Planned Course- Third Grade

Unit: **Communities**

Content Standard: **Identify the purpose, structure, functions, and types of governments, and the rights and responsibilities of citizens.**

State Curriculum Standard: **5.2 Rights and Responsibilities of Citizenship**

Course Content	Student Performance	Resources	Assessments
<p>C. The Importance of Political Leadership and Public Services in the School, Community, State, and Nation</p> <ul style="list-style-type: none"> • Leaders 	<ul style="list-style-type: none"> • Design a class council to help govern the classroom • Read text to find out about local government jobs. Write a letter to a local official asking about his or her job <ul style="list-style-type: none"> • Create a classroom exhibit of letters of Community Officials • Read a drama play and identify ways that citizens can get involved in their communities 	<ul style="list-style-type: none"> • “Long Term Project – Class Council”, <u>Social Studies Plus</u>, (Pearson Education, Inc @ 2003), pages 114-155, 127 • <u>Communities Around Us</u> (Silver Burdett Ginn @1997) page 252, “What Do You Do?” <u>Social Studies Plus</u>, (Pearson Education, Inc @ 2003), page 124 • “What Do You Do?” <u>Social Studies Plus</u>, (Pearson Education, Inc @ 2003), pages 52 – 53 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • Individual / group projects / presentations • Write a letter to the president or an elected official • Pick an organization, write about it, and identify ways to volunteer, <u>Foldables</u>, (MacMillan/McGraw Hill @ 2003) p. 17
<p>D. Ways Citizens can Influence the Decisions and Actions of Government</p> <ul style="list-style-type: none"> • Voting 	<ul style="list-style-type: none"> • Read text to find the importance of voting. Read a flow chart to identify steps of choosing a leader • Read “Children Are the Future of Democracy” and discuss various activities that encourage voting 	<ul style="list-style-type: none"> • <u>Communities Around Us</u> (Silver Burdett Ginn @1997) p. 248 –249, appendix pages 110 and 111 • <u>Read Alouds and Primary Sources</u>, (Pearson Education, Inc. @ 2003) pages 94 – 95 	
<p>E. Ways to Participate in Government and Civic Life</p>	<ul style="list-style-type: none"> • Brainstorm ways people care for their community • Paint a mural that represents students’ ideas • Decide how citizens can volunteer in the community, based on their interests • Brainstorm a list of ways organizations help the community 	<ul style="list-style-type: none"> • “Citizenship – Caring” <u>Social Studies Plus</u>, (Pearson Education, Inc @ 2003), p. 126, poster paper, paints • “Volunteers Needed!”, appendix page 112 • “Volunteer Organizations”, appendix page 113 	

Social Studies Planned Course- Third Grade

Unit: **Communities**

Content Standard: **Identify the purpose, structure, functions, and types of governments, and the rights and responsibilities of citizens.**

State Curriculum Standard: **5.3 How Government Works**

Course Content	Student Performance	Resources	Assessments
<p>A. The Elected Representative Bodies Responsible for Making Local, Pennsylvania, and U. S. Laws</p> <p>B. The Role of the Three Branches of Government – Executive, Legislative, and Judicial</p> <p>C. Reasons for Rules and Laws in the School and Community</p>	<ul style="list-style-type: none"> • Identify main concepts of our government • Read text to identify elected officials at each level of government • Complete graphic organizer, listing names of government leaders • Read text to identify the three branches of government • Complete chart, summarizing information about the national government • Technology: Internet Research for at home project or to use as teacher- directed • Read and identify reasons why we need rules and laws • Identify laws that would improve life in your community • Identify situations showing people who are not obeying community rules and laws and list rules and laws that should be obeyed • Identify reasons why an amendment is needed 	<ul style="list-style-type: none"> • Video: “This is Our Government” • <u>Communities Around Us</u> (Silver Burdett Ginn @1997), pages 246 - 253 • <u>Communities Around Us</u> (Silver Burdett Ginn @1997), “Who Are Your Leaders?”, appendix page 114 • <u>Communities Around Us</u> (Silver Burdett Ginn @1997) pages 272 - 275 • “Our National Government” packet, appendix pages 115 - 124 • <u>Communities Around Us</u> (Silver Burdett Ginn @1997), “Using the Internet”, appendix page 126 • <u>Communities Around Us</u> (Silver Burdett Ginn @1997), pages 14 – 15 • “Making Laws”, appendix page 130 • “Law and Order”, appendix page 131 • “Build Background- Amendment”, appendix page 134 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • “Who Are Your Leaders?” • “Our National Government” and “Identify the Position”, appendix pages 127 - 128 • “Rules of the Road” , appendix page 129 • “Communities Have Rules and Laws”, appendix page 132 <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> • “Group Performance Task - Hold a Debate”, appendix page 133

Social Studies Planned Course- Third Grade

Unit: **Communities**

Content Standard: **Identify the purpose, structure, functions, and types of governments, and the rights and responsibilities of citizens.**

State Curriculum Standard: **5.3 How Government Works**

Course Content	Student Performance	Resources	Assessments
<p>D. Services Performed by the Local, State, and National Governments</p>	<ul style="list-style-type: none"> • Read text to find out services that are performed by the local government • Identify meanings of vocabulary words and write a paragraph about government in the local community • Identify the process of local government meeting the needs of the people who live there • Read text to find out services that are performed by the state government • Respond to questions about the state government • Read text to find services which are performed by the national government • Complete graphic organizer describing the services provided by the branches of the national government • Read <u>Mailing May</u> to find out about early mail delivery 	<ul style="list-style-type: none"> • <u>Communities Around Us</u> (Silver Burdett Ginn @1997), pgs. 252 - 253 • <u>Communities Around Us</u> (Silver Burdett Ginn @ 1997), pages 246 – 263, “Government at Work”, appendix page 135 • <u>Picture This!</u> (Pearson Education, Inc. @ 2002) p. 172 – 173 • <u>Communities Around Us</u> (Silver Burdett Ginn @1997), p. 260, “Build Background – State Government{“, appendix page 137 • <u>Communities Around Us</u> (Silver Burdett Ginn @1997) pages 260 – 263, “Visiting a State Capital”, appendix 0page 138 • <u>Communities Around Us</u> (Silver Burdett Ginn @1997), p. 270 – 275 • <u>Communities Around Us</u> (Silver Burdett Ginn @1997), pages 270 – 289, “Our National Capital”, appendix page 139 	<ul style="list-style-type: none"> • “My Lesson Guide – Local Government”, appendix page 136 • Make a timeline of the history of mail delivery • Create a flow chart that shows the steps a letter goes through to be delivered • “Our National Capital”, appendix pages 141 - 143

Social Studies Planned Course- Third Grade

Unit: **Communities**

Content Standard: **Identify the purpose, structure, functions, and types of governments, and the rights and responsibilities of citizens.**

State Curriculum Standard: **5.3 How Government Works**

Course Content	Student Performance	Resources	Assessments
<p>G. Individual Interests - Explain Ways to Influence Others</p> <p>H. Why Taxes Are Necessary and Identify Who Pays for Them</p> <p>I. Different Ways People Govern Themselves</p>	<ul style="list-style-type: none"> • Act out “A Town Council Meeting” • Read text and identify what a tax is and who pays for services • Design a poster that shows the services that are paid for with tax money • Improvise scenes that illustrate good citizenship • Create symbols of thoughtfulness • Identify qualities of good leadership 	<ul style="list-style-type: none"> • Poster paper, paper • <u>Social Studies Plus</u>, (Pearson Education, Inc @ 2003), pages 52 – 53 • <u>Communities Around Us</u> (Silver Burdett Ginn @1997), p. 250 – 251 • “Individual Performance Task”, appendix page 147 • “Good Citizens!” <u>Social Studies Plus</u>, (Pearson Education, Inc @ 2003), p. 116 • “Citizenship – Caring” <u>Social Studies Plus</u>, (Pearson Education, Inc @ 2003), p. 82 • “Leadership Ability”, appendix page 150 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • “Taxes and Government”, appendix pages 148 and 149 • Individual / group projects / presentations • Caring Heart project

Social Studies Planned Course- Third Grade

Unit: **Communities**

Content Standard: **Explain how economic principles affect choice, market factors, demand and price.**

State Curriculum Standard: **6.1 Economic Systems**

Course Content	Student Performance	Resources	Assessments
<p>A. Alternative Methods of Allocating Goods and Services and Advantages and Disadvantages of Each</p> <p>B. Identify Local Economic Activities</p> <ul style="list-style-type: none"> • Careers <p>C. Examples of Local Businesses Opening, Closing, Expanding or Contracting</p>	<ul style="list-style-type: none"> • Build background of economy by watching video “How Our Economy Works” • Design a spinner that can be used to determine which goods will be distributed to each group <ul style="list-style-type: none"> • Discuss the advantages and disadvantages of distributing goods in this manner • Read “On the Job”, and identify characteristics of various jobs and the contributions of various types of workers <ul style="list-style-type: none"> • Interview a worker about his or her job • Brainstorm a list of local careers <ul style="list-style-type: none"> • Make a class Monroe County Career Book • Read “Henry and the Paper Route”, and identify ways to be a successful in business • Read “Shop Here”, and discuss favorite local businesses 	<ul style="list-style-type: none"> • “How Our Economy Works” • Chart paper, blank spinner, appendix page 151 • Read Aloud Anthology, (MacMillan/McGraw-Hill, @2004), page 37-38, appendix page 152 and 153 • Local phone book, “Hunt for Help”, appendix page 158 • <u>Read Aloud Anthology</u>, (MacMillan/McGraw-Hill, @ 2004), pp 74-76 • <u>Social Studies Plus</u>, (Pearson Education, Inc. @ 2003), p. 103 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • Interview presentation • “Help Wanted”, “Career Clusters”, appendix pages 154 and 155 • “Work in Communities” appendix page 156

Social Studies Planned Course- Third Grade

Unit: **Communities**

Content Standard: **Explain how economic principles affect choice, market factors, demand and price.**

State Curriculum Standard: **6.1 Economic Systems**

Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> • Use bar graphs to identify and analyze how farms are changing • Using a current phone book and a phone book from the past to find examples of local businesses that are new, are no longer in business, or have remained the same <ul style="list-style-type: none"> • Use a Venn diagram to show the results of your search <p><u>Enrichment</u></p> <ul style="list-style-type: none"> • Long Term Project: "A Classy Business" 	<ul style="list-style-type: none"> • Communities Around Us (Silver Burdett Ginn @1997) pgs 67 – 68, appendix page 157 • Old and current phone books, blank Venn diagrams • <u>Social Studies Plus</u>, (Pearson Education, Inc @ 2003), pages 92 & 93, paper, pencils, art supplies 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • Venn diagram "Local Business"

Social Studies Planned Course- Third Grade

Unit: **Communities**

Content Standard: **Explain how economic principles affect choice, market factors, demand and price.**

State Curriculum Standard: **6.2 Markets and Functions of Government**

Course Content	Student Performance	Resources	Assessments
<p>A. Goods, Services, Consumers, and Producers</p>	<ul style="list-style-type: none"> • Read text and identify goods and services • Identify workers as providers of goods or services <ul style="list-style-type: none"> • List and present to class • Determine sales plans for different kinds of businesses • Research and determine important services and products in Pennsylvania • Watch videos to review concepts of goods and services and who provides both <ul style="list-style-type: none"> • Make a 4 tab flip book illustrating goods and services 	<ul style="list-style-type: none"> • <u>Communities Around Us</u> (Silver Burdett Ginn @1997), page 18 and 19 • Chart paper • “Which Way is Best”, <u>Social Studies Plus</u>, (Pearson Education, Inc @ 2003), page 100 • “We Can’t do Without It” <u>Social Studies Plus</u>, (Pearson Education, Inc @ 2003), page 102 • “Service Workers” and “Production Workers” • “Earning and Spending Money”, appendix pages 159 and 160 	<ul style="list-style-type: none"> • Individual / group projects / presentations • Flip book “Goods and Services” • “Earning and Spending Money” • Create a sales advertisement for your business
<p>B. Who Supplies a Product and Who Demands a Product</p>	<ul style="list-style-type: none"> • Create a flow chart showing how producers and consumers use money • Read “Mr. Blue Jeans” and create an advertisement for Levi Strauss 	<ul style="list-style-type: none"> • “Read Aloud Anthology”, (Macmillan/McGraw-Hill @ 2003), pages 39 – 40, appendix pages 161 and 162 • “My Business Wish” <u>Social Studies Plus</u>, (Pearson Education, Inc @ 2003), page 103 	
<p>C. Price and Identify the Prices of Different Items</p>	<ul style="list-style-type: none"> • Create a business and develop a price list of items you will sell • Create an advertisement for Billy’s Bagels 	<ul style="list-style-type: none"> • <u>Scott Foresman Reading Picture This!</u>, Teacher’s Edition (Pearson Education, Inc @2002) page 61f, “Advertise It!”, appendix page 163 	

Social Studies Planned Course- Third Grade

Unit: **Communities**

Content Standard: **Explain how economic principles affect choice, market factors, demand and price.**

State Curriculum Standard: **6.2 Markets and Functions of Government**

Course Content	Student Performance	Resources	Assessments
<p>D. What A Tax Is and A Tax Paid by Most Families</p> <p>E. The Relationship Between Taxation and Government Services</p>	<ul style="list-style-type: none"> • Review sales tax flow chart in text. Read and explain “Understanding Economics” • Compute the cost of items including sales tax • Review flow chart of how tax money is used by the government and list places government works in the community • Make decisions about how a mayor would allocate money for the town budget • Invite guest speaker to come in and explain how local government uses tax dollars 	<ul style="list-style-type: none"> • <u>Communities Around Us</u> (Silver Burdett Ginn @1997), page 250 • “How Much Does it Cost?”, Appendix page 164 • <u>Communities Around Us</u> (Silver Burdett Ginn @1997), page 250 • “Making a Budget”, Appenidx pages 165 and 166 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • Individual / group projects / presentations

Social Studies Planned Course- Third Grade

Unit: **Communities**

Content Standard: **Explain how economic principles affect choice, market factors, demand and price.**

State Curriculum Standard: **6.3 Scarcity and Choice**

Course Content	Student Performance	Resources	Assessments
<p>A. How Self Interest Influences Choice</p>	<ul style="list-style-type: none"> • Read about economic choices and discuss money management. Develop a plan for managing money, based on individual interests • Complete “What I Bought” and discuss how self interest influences choice • Complete cooperative group activity by practicing decision making skills based on values, tastes, and habits 	<ul style="list-style-type: none"> • Worksheets -“Make an Economic Choice”, “How We Use Money”, appendix pages 167, 168, 170 • “What I Bought”, appendix page 171 • “Everybody Must Make Choices”, “Report Form”, appendix pages 173, 175 - 178 	<ul style="list-style-type: none"> • Individual money management plans, “Making Money Choices”, appendix page169 • Create an ad using “Making Up My Mind”, appendix page 172 • “Let’s Party”, appendix page 174

Social Studies Planned Course- Third Grade

Unit: **Communities**

Content Standard: **Explain how economic principles affect choice, market factors, demand and price.**

State Curriculum Standard: **6.4 Economic Interdependence**

Course Content	Student Performance	Resources	Assessments
<p>A. Why People Trade</p> <p>B. Why Goods, Services, and Resources Come from All Over the Nation and the World</p>	<ul style="list-style-type: none"> • Read <u>Wall Street</u>, and complete “Think and Respond” <ul style="list-style-type: none"> • Discuss the importance of trading one good or service for another • Read and discuss “Money and Trade” <ul style="list-style-type: none"> • Complete “Exports and Imports” • Show items of clothing and identify where they were made <ul style="list-style-type: none"> • Locate places on a world map • For homework students, repeat this activity with 5 things from home 	<ul style="list-style-type: none"> • <u>Time Readers for Kids: Wall Street</u> (Time for Kids @ 2004), <u>Teacher’s Guide: People and Communities:</u> (Time for Kids @ 2004) p. 63-68 • “Money and Trade” and “Exports and Imports”, appendix pages 180 and 181 • World map 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • Individual / group projects / presentations <p><u>Enrichment</u></p> <ul style="list-style-type: none"> • Write an essay on how international trade has been helped by technology. “Essay”, appendix page 179 • Cooperative Group Assessment: “Exporting and Importing”, appendix pages 182

Social Studies Planned Course- Third Grade

Unit: **Communities**

Content Standard: **Explain how economic principles affect choice, market factors, demand and price.**

State Curriculum Standard: **6.5 Work and Earnings**

Course Content	Student Performance	Resources	Assessments
<p>A. Why People Work to Get Goods and Services</p> <p>B. Businesses That Provide Goods and Businesses That Provide Services</p> <p>C. Profit and Loss</p>	<ul style="list-style-type: none"> • Read and discuss “Working on an Assembly Line”. Work on an assembly line to make a product • Complete “Make a Diagram” to show how a working adult is both a consumer and a producer • Read “Work in Communities”, and explain the difference between goods and services • Complete “Super Sellers in the Community” and “Businesses in My Community” • Complete “Important Services” to define businesses that provide services • Read and analyze a product map • Read “Tops and Bottoms” and discuss how profit and loss affect a business • Read “People Earn Money” and “Making Money Choices” <ul style="list-style-type: none"> • Define profit and loss. • Role play how business prices are used for profit and loss • Read and analyze a line graph to determine profit and loss 	<ul style="list-style-type: none"> • “Working on an Assembly Line”, “Assembly Line Lunch”, appendix pages 183 - 186 • “Individual Performance Task – Make a Diagram”, appendix page 188 • Communities Around Us (Silver Burdett Ginn @ 1997) pages 18 and 19 • Appendix pages 189 and 190 • Appendix page 191 • Appendix page 192 • <u>Imagine This</u> (Pearson Education, Inc. @ 2002) pages 286 - 304 • Appendix pages 194 and 195 • “Lemonade Stand Activity”, appendix pages 196 - 204 • “Use a Line Graph”, appendix page 205 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • Individual / group projects / presentations • “What am I?”, appendix page 187 • “Work in Communities”, appendix page 193 • “Test Your Skills – Use a Line Graph”, appendix page 206

Social Studies Planned Course- Third Grade

Unit: **Communities**

Content Standard: **Understand the concept of location, place, human-environment interaction, movement, region, and usage of geographic tools to collect, analyze, and interpret information.**

State Curriculum Standard: **7.3 The Human Characteristics of Places and Regions**

Course Content	Student Performance	Resources	Assessments
<p>A. The Human Characteristics of Places and Regions by Their Population Characteristics</p> <p>B. The Human Characteristics of Places and Regions by Their Cultural Characteristics</p>	<ul style="list-style-type: none"> • Read and discuss “Day and Night in the City” <ul style="list-style-type: none"> • Identify reasons why people travel to the city • Discuss how a large population makes a city different from a town • Create graphs that show movement of students to our community and parents commuting to the city to work • Analyze a graph and predict future growth • Read <u>Sights, Sounds, and Celebrations</u> and complete “Think and Respond” <ul style="list-style-type: none"> • Discuss family celebrations, identifying music, sight, and reasons for celebrating • Identify which culture the celebration represents • Make posters illustrating various cultural celebrations • Read “Southwest Settlements” to find out about who settled the southwest and what cultural contributions they made <ul style="list-style-type: none"> • Complete graphic organizer 	<ul style="list-style-type: none"> • <u>Communities Around Us</u> (Silver Burdett Ginn @ 1997) pages 88 – 89 • Graph paper, “Why People Move”, appendix page 226 • “Predict a Likely Outcome”, appendix page 227 • <u>Time Readers for Kids: Sights, Sounds, and Celebrations</u> (Time for Kids @ 2004), <u>Teacher’s Guide: People and Communities:</u> (Time for Kids @ 2004) p. 44-48 • Picture This! (Pearson Education, Inc. @ 2002) pages 295 – 297, “Southwest Settlements”, appendix page 229 • “Group Performance Task – Celebration Brochure”, appendix page 230 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • “Apply What You Have Learned – Predict a Likely Outcome”, appendix page 228 • Design a poster that shows movement patterns of family members • Poster project, “Celebrate You” • “Southwest Settlements”, Appendix p. 228

Social Studies Planned Course- Third Grade

Unit: **Communities**

Content Standard: **Understand the concept of location, place, human-environment interaction, movement, region, and usage of geographic tools to collect, analyze, and interpret information.**

State Curriculum Standard: **7.3 The Human Characteristics of Places and Regions**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Rural areas <p>D. The Human Characteristics of Places and Regions by Their Economic Characteristics</p>	<ul style="list-style-type: none"> • Use information about a suburb to plan a suburban community • Read <u>Pioneer Living</u> and complete “Think and Respond” <ul style="list-style-type: none"> • Journal entry – describe a day in the life of a pioneer child • Read “Living in a Rural Area” and describe what a rural area looks like. Complete “Living in a Rural Area” • Read <u>Proud to Be a Farm Girl</u>, and complete a web with ideas about life on a farm, using “Kidspirations” • Compare characteristics of the city and the country. Write about the community you live in and tell if it is urban or rural • Read <u>Sam and the Lucky Money</u> to find out about life in a city <ul style="list-style-type: none"> • Describe different places people live in cities, and how we can help homeless people • Read <u>Leah’s Pony</u> to find out about rural life in the depression 	<ul style="list-style-type: none"> • <u>Time Readers for Kids Pioneer Living</u> (Time for Kids @ 2004), <u>Teacher’s Guide People and Communities</u> (Time for Kids @ 2004) p. 5-8 • <u>Communities Around Us</u> (Silver Burdett Ginn @1997), pages 62 – 67, appendix page 235 • <u>Proud to Be a Farm Girl</u>, Phonics Reader 12 (Scott Foresman @ 2002), computer, “Kidspirations” • “Different Communities”, appendix page 237 • <u>Picture This!</u> (Pearson Education, Inc. @ 2002) pages 40 – 59 • <u>Picture This!</u> (Pearson Education, Inc. @ 2002) pages 248 - 265 	<ul style="list-style-type: none"> • “That’s a Fact” response sheet • Written description of a rural community • “Responsibilities”, appendix page 236 • Journal – “How We Can Help Homeless People” • Write a paragraph comparing life in a city and a rural area

Social Studies Planned Course- Third Grade

Unit: **Communities**

Content Standard: **Understand the concept of location, place, human-environment interaction, movement, region, and usage of geographic tools to collect, analyze, and interpret information.**

State Curriculum Standard: **7.3 The Human Characteristics of Places and Regions**

Course Content	Student Performance	Resources	Assessments
<p>E. The Human Characteristics of Places and Regions by Their Political Activities</p>	<ul style="list-style-type: none"> • Read <u>New England Town Meeting</u> and complete “Think and Respond”. Complete “Cast Your Vote” and debate each issue • Discuss local laws that affect daily life • List 5 things you would like to discuss in a town meeting <ul style="list-style-type: none"> • Choose one issue and write a speech to present the facts and your opinions • Investigate a local election and the nominees on the ballot <ul style="list-style-type: none"> • Make a list of questions you would ask the nominees 	<ul style="list-style-type: none"> • <u>Time Readers for Kids: New England Town Meeting</u> (Time for Kids @ 2004), <u>Teacher’s Guide: People and Communities</u> (Time for Kids @ 2004) p. 17 – 20 • Chart paper • Paper, pencil • Paper, pencil, local ballot 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • Text-generated assessments • Group discussion / presentations • “Write a Commercial”, appendix , p. 238

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Content Standard: **Understand the concept of location, place, human-environment interaction, movement, region, and usage of geographic tools to collect, analyze, and interpret information.**

State Curriculum Standard: **7.4 The Interactions Between People and Places**

Course Content	Student Performance	Resources	Assessments
<p>A. The Impacts of People on Physical Systems</p>	<ul style="list-style-type: none"> • Read <u>Where Water Comes From</u> and identify water sources on Earth’s surface <ul style="list-style-type: none"> • Complete “How Much Water” • Using a T-chart, list ways you use water everyday and ways you can conserve water <ul style="list-style-type: none"> • Brainstorm ways to conserve water in the school • Make a poster illustrating a water issue that is important <ul style="list-style-type: none"> • Share with class • Display in hallway • Read “Sharing the Suburbs” and identify problems caused by people sharing the suburbs with animals <ul style="list-style-type: none"> • Create a flowchart of problems and solutions 	<ul style="list-style-type: none"> • <u>Time Readers for Kids: Where Water Comes From</u> (Time for Kids @ 2004), <u>Teacher’s Guide: People and Communities</u> (Time for Kids @ 2004) p. 13 – 16 • T-chart • Poster board, markers • <u>Communities Around Us</u> (Silver Burdett Ginn @1997), pages 126 – 129, flowchart 	<ul style="list-style-type: none"> • Teacher observation / anecdotal information • “Turn it Off” presentation • “Changes to the Land”, appendix page 239

Social Studies Planned Course- Third Grade

Unit: **Current Events**

Content Standard: **Identify ways the United States interacts with other countries.**

State Curriculum Standard: **5.4 How International Relationships Function**

Course Content	Student Performance	Resources	Assessments
<p>A. Ways in Which Countries Interact With the United States, Treaties and Agreements Between or Among Nations, and How Nations Work Together to Solve Problems</p>	<ul style="list-style-type: none"> • Read and discuss current events featured in the Weekly Reader • Report to the class on a current event topic. <p><u>Technology:</u> www.morning.com/currentissue.currentissue.html</p>	<ul style="list-style-type: none"> • Weekly Reader (If available to teacher.) • “What’s in the News”, appendix page 240 	<ul style="list-style-type: none"> • Individual / group projects / presentations