

Course Name:	Third Grade Social Studies		
Description:	General Education 3rd Grade Social Studies Curriculum		
Academic Standards:	NCSS		
Units:	Unit Length:	Unit Standards	Unit Outcomes:
Communities and Geography	1 Quarter	<p>I can describe a community.</p> <p>I can collaborate with a community member.</p> <p>I can identify places on a map.</p> <p>I can identify geography and make global connections.</p>	Students will understand how people live, work and play in communities. They will be able to describe how people in communities help each other and compare the features and characteristics of urban, suburban, and rural communities. Students will discuss how landforms affect people's lives and recognize the importance of water as a resource and the effects of weather on people.
Communities Change	1 Quarter	<p>I can tell how key historical events have influenced the present.</p> <p>I can explain how key historical events relate to me.</p> <p>I can explain civic concepts.</p> <p>I can demonstrate how science and technology affects our lives.</p>	Students will compare how communities from long ago are different than today and reasons different communities began.
Many Cultures, One Country	1 Quarter	<p>I can list people and groups that have led to my development.</p> <p>I can explore how membership in more than one group may cause conflict or cooperation.</p> <p>I can differentiate how multiculturalism can add to the unity and diversity of society.</p> <p>I can explain explain aspects of culture.</p> <p>I can explain how beliefs, values, and behaviors of a people help meet group needs and solve problems.</p>	Students understand that the United States is combination of many cultures that spread their customs and traditions.
Economics and Government	1 Quarter	<p>I can define economic language.</p> <p>I can describe how financial decisions are made by individuals and institutions.</p> <p>I can describe the roles of the three branches of government.</p>	Students understand people use money and selling of goods to meet needs. The success of this depends on consumers and demand. Also, governments have different branches to ensure fairness and make sure one person does not have all the power.

Unit Name: Communities and Geography	Length: 1 Quarter (9 weeks)
Standards: I can describe a community. I can collaborate with a community member. I can identify places on a map. I can identify geography and make global connections.	Outcomes: Students will understand how people live, work and play in communities. They will be able to describe how people in communities help each other and compare the features and characteristics of urban, suburban, and rural communities. Students will discuss how landforms affect people's lives and recognize the importance of water as a resource and the effects of weather on people.
Essential Questions: How does where you live affect how you live?	Learning Targets: Students will understand people live, work and play in communities. Students will describe how people in communities help each other. Students will compare the features and characteristics of urban, suburban, and rural communities. Students will discuss how landforms affect people's lives. Students will recognize the importance of water as a resource. Students will discuss the effects of weather on people.
Topic 1: What is a Community?	Length: 2 weeks
Standard(s): I can describe a community.	Academic Vocabulary: community, geography, capital
Lesson Frame: Think About Communities	I can describe communities.
Lesson Frame: Work and Play	I can identify different jobs people have in communities.
Lesson Frame: Helping Hands	I can list ways community members help each other.
Performance Tasks: Webs and Charts Completion of Rubric	Notes:
Topic 2: Communities Big and Small	Length: 2 weeks
Standard(s): I can collaborate with a community member.	Academic Vocabulary: Urban, Suburb, Rural
Lesson Frame: A Look at Cities	I can compare communities.
Lesson Frame: Near and Far	I can compare communities.
Lesson Frame: Getting Around	I can describe how people travel in communities.
Performance Tasks: Graphic Organizer Completion of Rubric	Notes:

Topic 3: Our Country's Geography	Length: 2 weeks
Standard(s): I can identify places on a map.	Academic Vocabulary: landform, adapt, region, plain, plateau, natural resource
Lesson Frame: Land and People	I can tell how geography affects people.
Lesson Frame: Types of Land	I can regions and landforms.
Lesson Frame: Water All Around Us/ Affects of Weather	I can discuss how Earth's water and weather affect people.
Performance Tasks: Graphic Organizer Completion of Rubric	Notes:
Topic 4: Map and Globe Skills	Length: 2 weeks
Standard(s): I can identify geography and make global connections.	Academic Vocabulary: cardinal directions, intermediate directions, map scale, line graph, flow chart
Lesson Frame: Use Intermediate Directions	I can identify locations using distance, maps, map key, and intermediate directions.
Lesson Frame: Use map Scale	I can identify locations using distance, maps, map key, and intermediate directions.
Lesson Frame: Mapping my Community	I can create a map of my community.
Lesson Frame: Charts and Graphs	I can use charts, maps, and graphs to interpret data and answer questions.
Performance Tasks: Community Map, Chart and Graph Rubric	Notes:

Unit Name: Communities Change	Length: 1 Quarter (9 weeks)
Standards: I can tell how key historical events have influenced the present. I can explain how key historical events relate to me. I can explain civic concepts. I can demonstrate how science and technology affects our lives.	Outcomes: Students will compare how communities from long ago are different than today and reasons different communities began.
Essential Questions: How do communities change over time?	Learning Targets: Students will identify the changes caused by European settlement at Jamestown. Students will discuss the first European communities in North America. Students will understand that the colonists fought to win their freedom. Students will discuss how the country grew as people moved to the West. Students will understand why people moved to cities. Students will discuss the importance of the transcontinental railroad. Students will identify the economic impact of the assembly line.
Topic 1: First Communities	Length: 2 weeks
Standard(s): I can tell how key historical events have influenced the present.	Academic Vocabulary: culture, barter, artifact, settler, slavery
Lesson Frame: Cahokia	I can discuss Cahokia and their daily life.
Lesson Frame: Powhatan's Villages	I can tell how Native Americans used resources.
Lesson Frame: New Arrivals	I can describe how the English settled Jamestown.
Lesson Frame: Here to Stay	I can list types of work for early settlers.
Performance Tasks: Timeline Sequence of events completion of rubric	Notes:
Topic 2: A New Country	Length: 2 weeks
Standard(s): I can tell how key historical events have influenced the present.	Academic Vocabulary: colony, tax, revolution, Patriot, constitution
Lesson Frame: Communities Grow	I can describe the colony of Jamestown.
Lesson Frame: Boston, A Colonial City	I can describe life/conflict in colonial Boston.
Lesson Frame: Taking Action/After the War	I can talk about the cause and events that led to the Revolutionary War.
Performance Tasks: Timeline Sequence of events completion of rubric	Notes:

Topic 3: Moving West	Length: 2 weeks
Standard(s): I can tell how key historical events have influenced the present.	Academic Vocabulary: explorer, frontier, pioneer, territory
Lesson Frame: Looking West	I can tell the reasons why colonists move west.
Lesson Frame: Across the Continent	I can describe explorer's movement west.
Lesson Frame: Trails to the West	I can describe hardships pioneers faced.
Performance Tasks: Timeline Sequence of events completion of rubric	Notes:
Topic 4: Communities Become Cities	Length: 1 week
Standard: I can explain how key historical events relate to me. I can explain civic concepts.	Academic Vocabulary: industry, immigrant, migration, discrimination
Lesson Frame: From Town to City	I can describe how industry affects settlement.
Lesson Frame: Coming to the United States	I can describe how immigrants affect communities.
Lesson Frame: A New Start	I can define migration, immigration and discrimination.
Performance Tasks: Timeline Sequence of events completion of rubric	Notes:
Topic 5: Daily Life Changes	Length: 1 week
Standard(s): I can demonstrate how science and technology affects our lives.	Academic Vocabulary: transcontinental, skyscraper, elevator, manufacture, assembly line
Lesson Frame: Traveling Made Easier	I can describe how the railroad made travel easier.
Lesson Frame: New Ways of Doing Things	I can talk about how inventions change communities.
Lesson Frame: More ways to get around	I can describe how the assembly line affected transportation.
Performance Tasks: Written response Completion of rubric	Notes:

Unit Name: Many Cultures, One Country	Length: 1 Quarter (9 weeks)
Standards: I can list people and groups that have led to my development. I can explore how membership in more than one group may cause conflict or cooperation. I can differentiate how multiculturalism can add to the unity and diversity of society. I can explain aspects of culture. I can explain how beliefs, values, and behaviors of a group of people help meet group needs and solve problems.	Outcomes: Students understand that the United States is combination of many cultures that spread their customs and traditions.
Essential Questions: How do people change communities?	Learning Targets: Students will recognize that immigrants bring customs to America. Students will understand that immigrants often face challenges. Students will identify how immigrants' customs become part of a culture. Students will discuss how people bring their cultures with them to new lands. Students will discuss how storytelling is a way of sharing culture. Students will understand that what people celebrate is important to them.
Topic 1: Land of Immigrants	Length: 2 weeks
Standard(s): I can list people and groups that have led to my development. I can explore how membership in more than one group may cause conflict or cooperation.	Academic Vocabulary: custom, heritage, generation
Lesson Frame: Coming to the United States	I can share why immigrants moved to the United States.
Lesson Frame: Growth and Change	I can describe how immigrants share their customs.
Lesson Frame: Starting a New Life	I can list challenges immigrants faced.
Lesson Frame: Learning New Customs	I can summarize why immigrants stick together.
Performance Tasks:graphic organizer completion of rubric	Notes:
Topic 2: All About Culture	Length: 2 weeks
Standard(s): I can differentiate how multiculturalism can add to the unity and diversity of society.	Academic Vocabulary: ethnic groups, diverse, architecture
Lesson Frame: Land of Many Cultures	I can describe why the United States has a diverse culture.
Lesson Frame: Painting and Architecture	I can share ideas that are borrowed from other cultures.
Lesson Frame: Music, Sports and Dance	I can discuss how music, sports and dance are part of American culture.
Performance Tasks: Culture Poster	Notes:
Topic 3: Sharing Culture through Stories	Length: 2 weeks

Standard(s): I can explain explain aspects of culture.	Academic Vocabulary: hero, value
Lesson Frame: Telling Stories	I can share the importance of storytelling to a culture.
Lesson Frame: Myths and Fables	I can compare myths and fables.
Lesson Frame: American Tales and Legends	I can give an example of a tale and a legend and explain their lesson.
Performance Tasks:	Notes:
Topic 4: Celebrations	Length: 2 weeks
Standard(s): I can explain how beliefs, values, and behaviors of a people help meet group needs and solve problems.	Academic Vocabulary: holiday, tradition, ancestor
Lesson Frame: Celebrating Communities	I can state reasons why people have celebrations.
Lesson Frame: Celebrating Heritage	I can connect holidays to events in history.
Lesson Frame: Festivals	I can describes festivals from multiple cultures.
Performance Tasks: Completion of rubric	Notes:
End of Unit Performance task: Performance Tasks: Completion of rubric Poster for a holiday/celebration Culture and Communities Foldable	

Unit Name: Economics and Government	Length: 1 Quarter (9 weeks)
Standards: I can define economic language. I can describe how financial decisions are made by individuals and institutions. I can describe the roles of the three branches of government.	Outcomes: Students understand people use money and selling of goods to meet needs. The success of this depends on consumers and demand. Also, governments have different branches to ensure fairness and make sure one person does not have all the power.
Essential Questions: How do people in their community meet their needs? Why do communities need government?	Learning Targets: Students will understand that people do different jobs to earn money to pay for needs and wants. Students will understand that a budget helps people manage their money. Students will explain how supply and demand affect the price of the crop. Students will understand how farmers use resources to grow crops. Students will understand that many factories were built to make goods. Students will understand the three branches of government. Students will understand that states also have three branches of government. Students will understand that communities have a government led by a mayor and council.
Topic 1: Businesses in the Community	Length: 1 week
Standard(s): I can define economic language.	Academic Vocabulary: employee, economy, profit, producer, consumer
Lesson Frame: Ways People Earn Money	I can: define the words employee, producer and consumer
Lesson Frame: Business and the Community	I can: share why people use money and how currency has changed over time
Performance Tasks: graphic organizer completion of rubric	Notes:
Topic 2: Making Money Choices	Length: 1 week
Standard(s): I can describe how financial decisions are made by individuals and institutions.	Academic Vocabulary: budget, income, expense
Lesson Frame: Managing Money	I can consider choices different groups of people need to make for a budget.
Lesson Frame: Making a Budget	I can consider choices I would make for a budget.
Performance task: Mock Budget	Notes:
Topic 3: Farm Communities	Length: 2 weeks
Standard(s): I can define economic language.	Academic Vocabulary: demand, supply, scarcity
Lesson Frame: The Business of Farming	I can share the resources farmers need to succeed.
Lesson Frame: Farms and Products	I can explain why certain farm products come from different regions.

Lesson Frame: Buying and Selling	I can define scarcity, supply, and demand.
Performance Tasks: graphic organizer completion of rubric	
Topic 4: Making Goods	Length: 1 week
Standard(s): I can define economic language.	Academic Vocabulary: import, export
Lesson Frame: A Faster Way: Manufacturing	I can discuss how manufacturing affects communities.
Lesson Frame: Products and Goods	I can name manufactured goods and give an example of how they move around the world.
Performance Tasks: Writing task completion of rubric	Notes:
Topic 5: Government	Length: 3 weeks
Standard(s): I can describe the roles of the three branches of government.	Academic Vocabulary: executive, legislative, judicial, governor, mayor, council
Lesson Frame: National Government; Protecting Rights, Sharing Power	I can name and describe the job of the three branches of government.
Lesson Frame: State Government; Three Branches, Paying for Services/Helping Citizens	I can share how national and state government are alike.
Lesson Frame: Local Government; Cities and Towns, Government in Action	I can compare local, state, and national government.
Performance Tasks: Govt. foldable completion of rubric	Notes: