

Third Grade Grade Social Studies Units

September: Communities & Cultures	October: Government & History	November: Government	December: Communities & Cultures	January: Communities & culture
Community Unit <ul style="list-style-type: none"> • My Community and Region Today • Map Skills • Symbols, key, direction, etc. • Compare Deposit to other NY Communities • September 11th-Patriot Day • September 17th-Constitution Day 	Our Country <ul style="list-style-type: none"> • Citizenship (Rights, Roles, & Responsibilities) • Symbols • Geography • Columbus Day • Community officials • Community Walk 	Government (Unit 4) <ul style="list-style-type: none"> • Native Americans • Thanksgiving • Pioneers • People & Places Change • local & state government • Branches of Government • election 	Communities & Traditions Around the World <ul style="list-style-type: none"> • DBQ-suburban, rural , and urban • Kwanzaa • Hanukkah • Christmas 	China Unit (unit 5) <ul style="list-style-type: none"> • China 1. Geography 2. History 3. government 4. culture • Chinese New Year
February: Geography	March: Geography	April: Communities & Cultures	May: History & Cultures	June: Economics
Famous Americans <ul style="list-style-type: none"> • President's Day • Black History Month 		A World of Many People (Unit 5) <ul style="list-style-type: none"> • World Cultures • Many People, One Country Earth Day	A World of Many People (Unit 5) <ul style="list-style-type: none"> • Celebrating Culture • Recognizing Americans Community Service <ul style="list-style-type: none"> • Community Book Swap 	People in the Marketplace (Unit 6) <ul style="list-style-type: none"> • Economic Decision Making • Challenging of Meeting Needs and Wants • Flag Day • Career Day

3rd Grade Social Studies Vocabulary

Africa	Economy
African American	Empathy
Amigo	Emperor
Antarctica	Environment
Artifacts	Europe
Asia	Executive
Australia	Explorer
Basic needs	Exports
Beliefs	Extinct
Boom Town	Factory
Branches of government	Federal system
Capital	Fiesta
Career	Geography
Century	Globe
Change	Goods
Chinese New Year	Governments
Cinco de Mayo	Grid
Citizen	Gung Hey Fat Choy
City council	Hacienda
Civilization	Hemisphere
Climate	Holiday
Compass rose	Honesty
Communism	House of
Community	Representatives
Compass Rose	Identity
Congress	Immigrant
Consideration	Imperial
Constitution	Imports
Continent	Industry
Cooperation	International trade
Country	Judicial
Courtesy	Land formations
Culture	Latitude
Customs	Laws
Dam	Legislative
Decade	Longitude
Deforestation	Lunar
Democracy	Manufacture
Dictatorship	Map Key
Dynasty	Map Scale
Earth	Mayor
Economic decision making	Mariachi Band

3rd Grade Social Studies Vocabulary

Meridians
Mineral
Monarchy
Natural resources
Needs
North America
Oceans
Parallels
Parliament
Perseverance
Physical map
Piñata
Political map
Political parties
Pollution
Prime minister
Product
Profit
Responsibility
Reservoir
Rules
Rural
Scale
Self-control
Senate
Services
Skyscraper
Sombrero
South America
State
Suburb
Suburban
Supreme Court
Symbols
Tax
Technology
Tolerance
Trade
Traditions
Urban
Value
Wants
World communities
Years

Topic: 3rd Grade Geography/Map Skills

Essential Questions: How can I use a map to learn about different communities?

Essential Knowledge & Skills SWBAT:	Guided Questions	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> draw maps and diagrams that serve as representations of places, physical features, and objects locate places within the local community, state, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places gather and organize geographic information from a variety of sources and display in a number of ways. analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data. 	<p>What is a map? What is a map key? What is a compass rose? What is the purpose of a scale? What are the cardinal directions? What are intermediate directions? What are the seven continents? What are the four oceans? Where is the equator? What is the equator? Where are the north and south poles? What are the hemispheres? What are the countries that make up North America? What is your country? What is your state? What is the name of your community? What are symbols on a map? What geographical feature is important to your community and how jobs are connected to it? What natural resources are important to your community and how do they affect the economy?</p>	<p>Taking the High Road – unit 1</p> <p>Eno interactions</p> <p>Center based activities</p> <p>Globes</p> <p>Wall maps</p> <p>Videos</p> <p>Creating maps</p> <p>3rd grade common folder with assorted student handouts (information sheets)</p> <p>Overhead transparencies</p>	<p>Teacher observation & questioning</p> <p>Multiply choice (objective questions)</p> <p>Constructed response</p> <p>Portfolio/folder</p> <p>Student created maps (rubric application)</p> <p>Standardized TESTING</p>

Connections to Text (Resources): Taking the High Road, 3rd Grade Common Folder

Time: 5 to 6 weeks at the start of the school year

Connections to Technology: videos, overheads, Eno, BrainPop, PowerPoints

Key Vocabulary: Continents, Africa, Antarctica, Asia, Europe, North America, South America, Australia, Globe, Map Scale, Climate, Hemisphere, Oceans, Country, State, Earth, Map Key, Compass Rose

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> • know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it • explain those values, practices, and traditions that unite all Americans – as well as common throughout the world. • gather and organize information about the traditions transmitted by various groups living in their neighborhood and community • recognize how traditions and practices were passed from one generation to the next • gather and organize information about the important accomplishments of individuals and groups throughout the world • explore different experiences, beliefs, motives, and traditions of people living in diverse settings • participate in activities that focus on the function of a community • distinguish between near and distant past and interpret simple timelines • explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world • study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions 	<p>What is a community?</p> <p>Who is in a community?</p> <p>What are different types of communities?</p> <p>How do people in a community help each other?</p> <p>What are basic needs?</p> <p>What is the difference between goods and services?</p> <p>What are natural resources and why are they important?</p> <p>What is culture?</p> <p>What is a tradition?</p> <p>How are traditions passed on?</p> <p>What holidays do people celebrate in different parts of the world?</p> <p>How do cultures around the world compare and contrast?</p>	<ul style="list-style-type: none"> •Develop a classroom community •Help foster a school community (student jobs, workers in our school) •Second Step (peer interactions, problem solving, empathy) •Field trip – community walk throughout our local “business district” •Center-based activities that support community, vocabulary and themes •Taking the High Road – Unit 1 •Class SS text – p. to be determined •Veterans’ Day (discuss what a “veteran” is and why we celebrate) •Thanksgiving (feast, community, Turkey Drive, family, traditions, history, Native American accomplishments) •December Holidays (Hanukkah, Kwanzaa, Christmas, traditions, culture, similarities/differences) •Martin Luther King, Jr. (history, getting along, non-violence, contributions to society, Black history) •Chinese New Year (calendar, history, myths and traditions, parade, cuisine, music, multi-disciplinary collaboration, culturally authentic dress, multi-media applications) •Valentine’s Day (classroom community, consideration, caring, valentines for everyone in class, traditions) •Presidents’ Day (Presidential accomplishments, Lincoln/Washington, current president, Washington, DC) •Mexico (Cinco de Mayo, history and governmental impact on culture, language, food, customs, music, clothing, myths and legends, goods and services, jobs) •Career Day (current jobs in communities, write “thank you” letters to community establishments visited, consider future jobs) 	<p>Teacher Observation and Questioning</p> <p>Observation of Peer Interactions and Socially Appropriate Behavior</p> <p>DBQ</p> <p>Constructed Response questions</p> <p>Performance based rubrics</p> <p>Portfolio</p> <p>Standard testing</p>

Connections to Text (Resources): 3rd grade SS text, Taking the High Road SS, Ernie Wong’s Chinese New Year, Firecrackers and Lanterns, Gung Hay Fat Choy, Lon Po Po, Coyote Places the Stars, Why Mosquitoes Buzz in People’s Ears, A Visit to Mexico, Fiesta!, Frida Maria

Connections to Technology: Brain Pop, internet searches, Power point, lcd overhead projection, educational videos and audio

Key Vocabulary: community, tradition, holiday, goods, services, natural resources, basic needs, Cinco de Mayo, African American, consideration, cooperation, respect, citizenship, courtesy, self-control, tolerance, honesty, responsibility, perseverance, career, Chinese New year, Gung Hey Fat Choy, Lunar, culture, urban, suburban, rural, hacienda, fiesta, piñata, immigrant, sombrero, Mariachi Band, amigo

Topic: 3rd Grade Economics

Essential Questions: How do natural resources impact communities around the world? What are goods and services? How are goods and services connected throughout the world?

Essential Knowledge & Skills SWBAT:	Guided Questions	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> • identify and describe human basic needs • know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources • understand how communities organize their economies • investigate how production, distribution, exchange, and consumption of goods and services are economic decisions for all communities • analyze economic information by interpreting charts, tables, diagrams, and simple graphs 	<ul style="list-style-type: none"> • How do people use natural resources to meet their basic needs? • How does the availability of natural resources affect the development of a society? • How can people protect and manage limited resources? • What role did economics play in the development of a government? • How did the development of technological inventions affect the growth of global communities? • How has the changing economic system throughout history affected types of jobs/roles of workers? • How does economic development affect the change from rural to urban to suburban living? 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills of using economics:</p> <ul style="list-style-type: none"> • Lectures • Demonstrations • Oral drill • Review games • Eno board interactions • Cooperative learning • Computer-based programs for background building and review • Movies • Cross-curricular connections <p>The following tools will be used:</p> <ul style="list-style-type: none"> • Textbook • Internet • Notes • Graphic organizers • Diagrams, tables, charts, and graphs • Videos/Computers/Eno board 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • Oral answers to directed questions • Guided and independent practice of skills • Completion of written assessments • Teacher observation of individual and group projects • Performance on computer-based learning activities

Connections to Text (Resources): Macmillan/McGraw-Hill Social Studies text, Taking the High Road to Social Studies

Time: Ongoing throughout year

Connections to Technology: Eno board, Videos, BrainPop Jr., BrainPop, Computer-based programs,

Key Vocabulary: economy, environment, explorer, extinct, boom, dam, deforestation, technology, export, import, mineral, natural resource, government, manufacture, pollution, profit, reservoir, rural, service, skyscraper, suburb, tax, trade, urban, goods, services, wants, needs, factory, industry, product, international trade

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> • Know the meaning of key terms and concepts related to government • Compare/contrast various forms of government • Describe the basic purposes of government and the importance of civic life • Understand that freedom is the basis for our U.S. Constitutional • Examine the basic principles of the Declaration of Independence • Explore/identify the various roles individuals have throughout all forms of governments • Recognize/distinguish various symbols used to identify nations • Identify the legislative and executive representatives at the local, state, and national levels of government • Examine what it means to be a good citizen in the classroom, school, home, and community • Identify the rules and responsibilities students have at home, in the classroom, and at school • Understand that effective, informed citizenship is duty of each citizen, demonstrated by voting and community service • Understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation 	<ul style="list-style-type: none"> • What do the words found in the vocabulary list mean, and how do they relate to our government? • Why does a society need a system of government? • What are the basic functions of a government? • What are the differences between a democracy, communism, monarchy, and dictatorship? • How do nations choose different forms of government? • What is the Constitution? • What is a federal system of government? • How does the Constitution provide for a separation of powers? • What are the three branches of government? • What are the three levels of government? • Who serves in each branch at each level? • How are members of each branch selected? • Why are there two parts of Congress, and how are they different? • Who are the current U.S. President, NYS governor, and Deposit mayor? • Who are the current U.S. and NYS senators and representatives? • How can you be a good citizen? • What rules do students need to follow in order for a family, classroom, or school to function well? • What are the responsibilities of a citizen? • What are the requirements for voting, and why should you vote? • Why is service to the community and volunteerism important? • What are the most common symbols of the United States, including the flag, the Statue of Liberty, the bald eagle, the Pledge of Allegiance, and the national anthem? • Why do Americans celebrate patriotic holidays such as Veterans' Day, Memorial Day, the Fourth of July, and Thanksgiving? • What is the origin of each of these holidays? 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills of government and civics:</p> <ul style="list-style-type: none"> • lectures • demonstrations • oral drills • role playing • mock elections <p>The following tools will be used:</p> <p>Charts and diagrams showing the following:</p> <ul style="list-style-type: none"> • Three branches of government • U.S. Constitution • Symbols of America <p>Election materials</p> <p>Online activities with Eno</p>	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects

Connections to Text (Resources): Various government worksheets, worksheets from government folder, Tests, Macmillan/McGraw-Hill, Taking the High Road

Connections to Technology: BrainPop Jr., BrainPop, PowerPoint Presentation

Key Vocabulary: monarchy, dictatorship, democracy, communism, legislative, executive, judicial, Constitution, federal system, citizen, Senate, House of Representatives, branches of government, capital, city council, Congress, mayor, Supreme Court, dynasty, emperor, imperial, political parties, prime minister, parliament,