## Third Grade

### Grade Social Studies Units

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<td>- Symbols, key, direction, etc.</td>
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3rd Grade Social Studies Vocabulary

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

**SWBAT:**

- 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.

## Guided Questions

- 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?
- 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?

## Classroom Ideas (Instructional Strategies)

- Taking the High Road – unit 1
- Eno interactions
- Center based activities
- Globes
- Wall maps
- Videos
- Creating maps
- 3rd grade common folder with assorted student handouts (information sheets)
- Overhead transparencies

## Assessment Ideas (Evidence of Learning)

- Teacher observation & questioning
- Multiply choice (objective questions)
- Constructed response
- Portfolio/folder
- Student created maps (rubric application)
- Standardized TESTING

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**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 Questions
- How are communities alike and different around the world?
- How are cultures alike and different around the world?

### Essential Knowledge & Skills
- **Guided Questions**
  - What is a community?
  - Who is in a community?
  - What are different types of communities?
  - How do people in a community help each other?
  - What are basic needs?
  - What is the difference between goods and services?
  - What are natural resources and why are they important?
  - What is culture?
  - What is a tradition?
  - How are traditions passed on?
  - What holidays do people celebrate in different parts of the world?
  - How do cultures around the world compare and contrast?

- **Classroom Ideas**
  - 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)

- **Assessment Ideas**
  - Teacher Observation and Questioning
  - Observation of Peer Interactions and Socially Appropriate Behavior
  - DBQ
  - Constructed Response questions
  - Performance based rubrics
  - Portfolio
  - Standard testing

### 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
### Essential Knowledge & Skills
**SWBAT:**
- 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

### Guided Questions
- 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?

### Classroom Ideas (Instructional Strategies)
One or more of the following instructional strategies will be used to teach essential knowledge and skills of using economics:
- Lectures
- Demonstrations
- Oral drill
- Review games
- Eno board interactions
- Cooperative learning
- Computer-based programs for background building and review
- Movies
- Cross-curricular connections

### Assessment Ideas (Evidence of Learning)
Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:
- 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

- 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

### Guided Questions

- 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 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?

### Classroom Ideas

- One or more of the following instructional strategies will be used to teach essential knowledge and skills of government and civics:
  - lectures
  - demonstrations
  - oral drills
  - role playing
  - mock elections

- The following tools will be used:
  - Charts and diagrams showing the following:
    - Three branches of government
    - U.S. Constitution
    - Symbols of America

- Election materials

- Online activities with Eno

### Assessment Ideas

- Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:
  - oral answers to directed questions
  - guided and independent practice of skills
  - completion of written assessments
  - teacher observation of individual and group projects

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**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