

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

SOCIAL STUDIES

GRADE 3

Date of Board Approval: June 21, 2018

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

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|-------------------------|------------------|------------------|----------------|---------------------|---------|
| TITLE OF COURSE: | Social Studies | SUBJECT: | Social Studies | GRADE LEVEL: | 3 |
| COURSE LENGTH: | Year or Semester | DURATION: | 30 minutes | FREQUENCY: | 90 days |
| PREREQUISITES: | N/A | CREDIT: | N/A | LEVEL: | N/A |

Course Description/Objectives:

Elementary social studies curriculum provides all students instruction in the four PA Academic Standards areas to include: Civics and Government, Economics, History and Geography. In Grade 3, the study of civics and government focuses on the rights and responsibilities of a citizen and the three branches of government. The study of economics includes economic decision-making and government services. Geographic tools and our interaction with our environment help students to understand time and place. The question, “What is History?” sets the stage for the central focus of this third grade curriculum; how things change over time. Students will explore changes in clothing, transportation, entertainment, communication, technology and education.

Curriculum Writing Committee:

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|------------------|--------------------|------------------|--------------------|
| Alicia DeAngelis | Denise Eschenmann | Meredith Frohman | Rebecca Good |
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| Lori Staub | | | |

COURSE TIMELINE

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|---|---------|
| Unit 1: Civics and Government: Rights and Responsibilities of a Citizen | 5 days |
| <ul style="list-style-type: none">• Rights and responsibilities• Privilege | |
| Unit 2: Civics and Government: The Three Branches of Government | 6 days |
| <ul style="list-style-type: none">• Legislative• Executive• Judicial | |
| Unit 3: Economics: Economic Decision-Making | 10 days |
| <ul style="list-style-type: none">• Goods and services• Supply and demand• Consumers and producers• Scarcity• Spending and saving | |
| Unit 4: Economics: Government Services | 2 days |
| <ul style="list-style-type: none">• Schools• Roads• Emergency services• Water and sewer | |
| Unit 5: Geography: Geographic Tools | 12 days |
| <ul style="list-style-type: none">• Type of maps• Interpret maps | |

Unit 6: Geography: Human Interaction with their Environment

8 days

- Resources
- Positive and negative effects

Unit 7: History: What is History?

5 days

- Why study history
- Primary sources

Unit 8: History: Then and Now

37 days

- Clothing
- Transportation
- Entertainment
- Communication
- Technology
- Education

TOTAL 85 days

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|---|--------------------|--------|
| COURSE: | Social Studies | TIME FRAME: | 5 days |
| UNIT #1: | Civics and Government: Rights and Responsibilities of a Citizen | GRADE: | 3 |

STANDARDS:

PA Academic Standards for Geography

- 5.2.3.A
 - Identify personal rights and responsibilities.
- 5.2.3.D
 - Describe how citizens participate in school and community activities.
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 - Identify personal rights and responsibilities.
- 5.2.3.D
 - Describe how citizens participate in school and community activities.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|---|--------------------|--------|
| COURSE: | Social Studies | TIME FRAME: | 5 days |
| UNIT #1: | Civics and Government: Rights and Responsibilities of a Citizen | GRADE: | 3 |

UNDERSTANDINGS

Citizens have individual rights and responsibilities within a community.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- A right is a privilege given to individuals by a government.
- Individuals have a duty to contribute to the greater good of a community.
- Citizens have rights and responsibilities.
- With rights come responsibilities.

DO

- Identify rights given by a government. (Freedom of Speech, Right to Bear Arms, Right to Assemble, and Right to Vote)
- Compare and contrast rights and responsibilities.
- Describe responsibilities that correspond to a particular right.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|---|--------------------|--------|
| COURSE: | Social Studies | TIME FRAME: | 6 days |
| UNIT #2: | Civics and Government: The Three Branches of Government | GRADE: | 3 |

STANDARDS:

PA Academic Standards for Economics

- 5.3.3.A • Identify the roles of the three branches of government.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|---|--------------------|--------|
| COURSE: | Social Studies | TIME FRAME: | 6 days |
| UNIT #2: | Civics and Government: The Three Branches of Government | GRADE: | 3 |

UNDERSTANDINGS

Governments have a responsibility to make and uphold the rules for the common good of its citizens.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- There are three branches of government at the local, state, and federal levels.
- The legislative branch creates new laws.
- The executive branch sees that laws are carried out.
- The judicial branch makes sure that the laws and actions of the other branches are fair.

DO

- Identify the branches of government at the local, state, and federal levels.
- Summarize the roles of each branch of government.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|-------------------------------------|--------------------|---------|
| COURSE: | Social Studies | TIME FRAME: | 10 days |
| UNIT #3: | Economics: Economic Decision-Making | GRADE: | 3 |

STANDARDS:

PA Academic Standards for Civics and Government, Geography and History

- 6.2.3.A • Identify goods, services, consumers, and producers in the local community.
- 6.1.3.A • Define scarcity and identify examples of resources, wants, and needs.
- 6.3.4.D • Describe how buyers make choices about their wants and needs through purchases.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|-------------------------------------|--------------------|---------|
| COURSE: | Social Studies | TIME FRAME: | 10 days |
| UNIT #3: | Economics: Economic Decision-Making | GRADE: | 3 |

UNDERSTANDINGS

Individuals' wants and needs influence their economic choices. Supply and demand drive the economy.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Supply is the amount of a good or service available to consumers.
- Demand describes a consumer's desire and willingness to pay price for a good or service.
- Supply and demand determine the price of a good or service.
- A consumer is a person who buys a good or uses a service.
- A producer makes a good or provides a service.
- Scarcity is a lack of resources, due to high demand.
- Low supply of resources results in scarcity.
- Scarcity affects the price of a good or service.
- People make choices to spend or save their money based on wants and needs.

DO

- Differentiate between a good and a service.
- Differentiate between a consumer and a producer.
- Analyze the supply and demand of a particular good or service.
- Define scarcity.
- Justify the price of a good or service based on available resources.
- Develop a logical argument to spend or save money.

KNOW, UNDERSTAND, DO

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|-----------------|--------------------------------|--------------------|--------|
| COURSE: | Social Studies | TIME FRAME: | 2 days |
| UNIT #4: | Economics: Government Services | GRADE: | 3 |

STANDARDS:

PA Academic Standards for Civics and Government, Geography, and History

- 6.3.3.A • Identify goods and services provided by the government.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|--------------------------------|--------------------|--------|
| COURSE: | Social Studies | TIME FRAME: | 2 days |
| UNIT #4: | Economics: Government Services | GRADE: | 3 |

UNDERSTANDINGS

The government collects taxes from citizens in order to provide goods and services to the public.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Governments provide services to communities. (School, Roads, Emergency Services, Community maintenance, Water, Sewer)

DO

- Evaluate the effectiveness of government services.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|-----------------------------|--------------------|---------|
| COURSE: | Social Studies | TIME FRAME: | 12 days |
| UNIT #5: | Geography: Geographic Tools | GRADE: | 3 |

STANDARDS:

PA Academic Standards for Geography

7.1.3.A

- Identify how basic geographic tools are used to organize and interpret information about people, places and environment.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|-----------------------------|--------------------|---------|
| COURSE: | Social Studies | TIME FRAME: | 12 days |
| UNIT #5: | Geography: Geographic Tools | GRADE: | 3 |

UNDERSTANDINGS

Geographic tools help us to understand our world.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Different types of maps are used for various purposes.
- The different types of maps include political, physical, topographic, climatic, economic, and road.
- Political maps show boundaries and cities.
- Physical maps show physical features, such as mountains, lakes, forests, etc.
- Topographic maps show elevation and changes in landscape.
- Climatic maps show the climate/weather in different locations.
- Economic maps show available resources and economic activity of a particular area.
- Road maps show roads, highways, and railways.
- A map can be created to represent various information.

DO

- Compare and contrast various maps.
- Interpret information from a map.
- Locate lines of latitude and longitude on a map or globe.
- Determine the distance between two points on a map using a map scale.
- Locate lines of latitude and longitude on a map or globe.
- Determine the distance between two points on a map using a map scale.

- | | |
|---|--|
| <ul style="list-style-type: none">• Latitude lines, including the equator, are imaginary horizontal lines that are used to find locations on a map or globe.• Longitude lines, including the Prime Meridian, are imaginary vertical lines that are used to find locations on a map or globe.• A map scale is a geographic tool that is used to determine the distance between two points (locations) on a map.• A map scale is a geographic tool that is used to determine the distance between two points (locations) on a map. | |
|---|--|

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|---|--------------------|--------|
| COURSE: | Social Studies | TIME FRAME: | 8 days |
| UNIT #6: | Geography: Human Interaction with their Environment | GRADE: | 3 |

STANDARDS:

PA Academic Standards for Geography

- 7.3.3.A • Identify the human characteristics of places and regions.
- 7.4.3.A • Identify the effect of the physical systems on people within a community.
- 7.4.3.B • Identify the effect of people on the physical systems within a community.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|---|--------------------|--------|
| COURSE: | Social Studies | TIME FRAME: | 8 days |
| UNIT #6: | Geography: Human Interaction with their Environment | GRADE: | 3 |

UNDERSTANDINGS

Studying geography helps us to understand that daily life is different in different parts of the world.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Humans interact with their environments.
- Humans use their environments to meet their basic needs.
- How humans interact with their environment is determined by the resources available to them in a particular region.
- Humans affect their environments and regions.
- There are positive and negative effects of human interaction on their environments.

DO

- Describe how humans meet their basic needs in a particular region.
- Draw conclusions about how humans interact with their environments.
- Design a solution to address a negative human interaction.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|---------------------------|--------------------|--------|
| COURSE: | Social Studies | TIME FRAME: | 5 days |
| UNIT #7: | History: What is History? | GRADE: | 3 |

STANDARDS:

PA Academic Standards for Geography

- 8.1.3.A
 - Identify the difference between past, present, and future using timelines and/or other graphic representations.
- 8.1.3.B
 - Identify fact, opinion, multiple points of view, and primary sources as related to historical events.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|---------------------------|--------------------|--------|
| COURSE: | Social Studies | TIME FRAME: | 5 days |
| UNIT #7: | History: What is History? | GRADE: | 3 |

UNDERSTANDINGS

Studying history is important to provide perspective on the past.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- History is the study of the past.
- Historians study the past by reviewing primary sources, in order to understand the present and make informed decisions about the future.
- Life has changed throughout history.
- Primary sources are firsthand accounts of history.
- Primary sources include, but are not limited to, photographs, diaries, journals, and historical documents.

DO

- Convince someone that history is important to study.
- Classify examples and non-examples of primary sources.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|-----------------------|--------------------|---------|
| COURSE: | Social Studies | TIME FRAME: | 37 days |
| UNIT #8: | History: Then and Now | GRADE: | 3 |

STANDARDS:

PA Academic Standards for Geography

- 8.1.3.A • Identify the difference between past, present, and future using timelines and/or other graphic representations.
- 8.1.3.B • Identify fact, opinion, multiple points of view, and primary sources as related to historical events.
- 8.1.3.C • Conduct teacher guided inquiry on assigned topics using specified historical sources.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|-----------------------|--------------------|---------|
| COURSE: | Social Studies | TIME FRAME: | 37 days |
| UNIT #8: | History: Then and Now | GRADE: | 3 |

UNDERSTANDINGS

The way people have lived has changed over time.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- What we wear has changed over time.
- How we travel has changed over time.
- Our pastimes and hobbies have changed over time.
- How we communicate has changed over time.
- Technology has changed over time.
- How we learn has changed over time.

DO

- Compare and contrast the changes in clothing, transportation, entertainment, communication, technology, and education over time.
- Draw conclusions about how clothing, transportation, entertainment, communication, technology, and education has evolved.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)