

Blackhawk School District

CURRICULUM

Course Title:	Social Studies
Grade Level(s):	Third
Length of Period:	Three days per six day cycle for forty minutes per day
Faculty Author(s):	Ashley Costello and Jenan Gouldsbary
Date:	January 2014

SOCIAL STUDIES MISSION:

The purpose for learning social studies is to prepare students to be responsible, productive citizens who possess an awareness of local, regional and global issues. Students will use problem solving, critical thinking, and analytical skills based upon knowledge of the past in order to successfully impact the present and the future. By building a frame of reference, students will learn to understand and appreciate overarching concepts in literature, film, art and science.

COURSE DESCRIPTION:

In third grade Social Studies, we learn about communities and cultures in the United States and how they impact our lives. The values, lifestyles, politics, and practices that are reflected in different cultures are incorporated in our studies. Map skills are practiced throughout the year as well as necessary Social Studies vocabulary.

3rd Grade Social Studies Curriculum Overview

Description: *In third grade Social Studies, we learn about communities and cultures around the world including holidays in the US and in other countries. We will learn about the values, lifestyles, politics, and practices that are reflected in different cultures. Students will learn map skills throughout the year as well as necessary vocabulary in Social Studies.*

<p style="text-align: center;">First Half of 1st Quarter: Civics & Government</p> <p>Resources: Living In Our World Text Book Brain Pop Teacher Created Resources</p> <ul style="list-style-type: none">• Introduce rights and responsibilities of being a citizen• Identify reason for rules and laws in a community• Explain benefits of following rules and laws and the consequences for breaking them• Introduce positions of authority in communities and government• Discuss the ways courts resolve conflicts and enforce laws	<p style="text-align: center;">2nd Quarter: Geography</p> <p>Resources: Living In Our World Text Book Brain Pop Teacher Created Resources</p> <ul style="list-style-type: none">• Identify and use geographic tools• Identify and locate places and regions where we live• Identify physical characteristics for places and regions where we live• Identify and locate countries of North America• Identify and locate continents and Oceans in our world
<p style="text-align: center;">3rd Quarter:</p> <p style="text-align: center;">**Science is taught</p>	<p style="text-align: center;">First Half of 4th Quarter: History & Economics</p> <p>Resources: Living In Our World Text Book Brain Pop Teacher Created Resources</p> <ul style="list-style-type: none">• Explain why goods, services and resources come from all over the nation and the world• Identify natural and human resources• Identify who supplies a product and who demands a product• Identify occupations• Sequence events between past, present, and future• Introduce contributions of individuals and groups of U.S. History• Share famous speeches and writing from U.S. History

The following outline provides a general overview of the course content, not a chronological timetable. The days denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

1 st Half Nine Weeks Course Outline	PA Core Standards	Approx. Pacing	Assessment Options	Suggested Resources
<p>Civics & Government</p> <p>Communities</p> <p>Rules and Laws</p> <p>Essential Questions:</p> <p>-What is a community?</p> <p>-How can I identify whether a community is urban, suburban, or rural?</p> <p>-Where do I live in the world?</p> <p>-How does my community meet the needs of my family?</p> <p>-What are the rules and laws in the community?</p> <p>-What are the consequences for breaking the laws?</p>	<p>5.1.3: Introduce the principles and ideals shaping government.</p> <p>Introduce the ways that courts resolve conflicts involving principles and ideals of government.</p> <p>Explain why government is necessary in the classroom, school, community state and nation and the basic purposes of government in US</p> <p>Identify and locate places and regions.</p> <p>Identify the physical characteristics of places and regions including physical properties.</p> <p>Identify the human characteristics of places and regions by their cultural characteristics.</p> <p>Identify reasons for rules and laws in the school and community.</p> <p>Introduce the positions of authority at school and in local, state and national governments.</p>	<p>1st Half Nine Weeks</p> <p>Communities 10 days</p> <p>Rules and Laws 4 days</p>	<p>Project- Based Assessment</p> <p>Quizzes</p> <p>Teacher Observation</p>	<p><i>Living in Our World</i> Text Book</p> <p><i>Brain Pop</i></p> <p>Teacher Created Resources</p> <p>Classroom Rules</p>

	<p>Introduce examples of the rights and responsibilities of citizenship.</p> <p>Identify personal rights and responsibilities.</p> <p>Explain the benefits of following rules and laws and the consequences of violating them.</p> <p>Identify major land uses in the urban, suburban, and rural communities. (housing-residential/apartments, commercial factories/ businesses/ professional, and recreation-stadiums/parks)</p>			
--	---	--	--	--

2 nd Nine Weeks Course Outline	PA Core Standards	Approx. Pacing	Assessment Options	Suggested Resources
<p>Geography</p> <p>Map Skills</p> <p>Landforms</p> <p>Natural Disasters</p> <p>Essential Questions:</p> <p>-In what ways do the needs of people affect creation of a community?</p> <p>-How do I use geographic tools to identify and locate places and regions where I live?</p> <p>-How do I identify and locate continents and oceans in our world?</p> <p>-What are natural disasters and how do they affect a community?</p>	<p>7.1.3: Identify and utilize geographic tools and their uses</p> <p>Identify and locate places and regions</p> <p>Identify the physical characteristics of places and regions including physical properties</p> <p>Identify the impacts of physical systems on people (Ways in which natural hazards affect human activities)</p> <p>Introduce concept identification of conflict and cooperation</p> <p>Identify everyday human activities (e.g. jobs) within a community that depend on the natural environment.</p>	<p>2nd Nine Weeks</p> <p>Map Skills 10 days</p> <p>Landforms 12 days</p> <p>Natural Disasters 2 days</p>	<p>Project- Based Assessment</p> <p>Quizzes</p> <p>Teacher Observation</p>	<p><i>Living in Our World</i> Text Book</p> <p><i>Brain Pop</i></p> <p>Teacher Created Resources</p> <p>Maps</p>

4th Half Nine Weeks Course Outline	PA Core Standards	Approx. Pacing	Assessment Options	Suggested Resources
<p>History & Economics</p> <p>Manufacturing</p> <p>Time Lines</p> <p>U.S. History</p> <p>Occupations</p> <p>Essential Questions:</p> <p>-How can I identify natural and human resources?</p> <p>-Where does supply and demand of a product come from?</p> <p>- How do I sequence events between past, present, and future?</p> <p>-What are some contributions of individuals and groups of U.S. History?</p> <p>-What occupations are found in your family and community?</p>	<p>8.1.3: Understand chronological thinking and distinguish between past, present, and future times (calendar time, time lines, people and events in time, patterns of continuity and change, sequential order, context for events).</p> <p>Introduce famous speeches and writings that reflect the basic principles and ideals of government.</p> <p>Introduce examples of the rights and responsibilities of citizenship.</p> <p>Introduce identification of contributions of individuals and groups in US history.</p> <p>Identify personal rights and responsibilities.</p> <p>Introduce the positions of authority at school and in local, state and national governments.</p> <p>Introduce concept identification of conflict and cooperation</p>	<p>4th Half Nine Weeks</p> <p>Manufacturing 3 days</p> <p>Timelines 1 day</p> <p>U.S. History 8 days</p> <p>Occupations 2 days</p>	<p>Project- Based Assessment</p> <p>Quizzes</p> <p>Teacher Observation</p>	<p><i>Living in Our World</i> Text Book</p> <p><i>Brain Pop</i></p> <p>Teacher Created Resources</p> <p>Career Fair</p>

DRAFT