

Grade 3 Social Studies LAB Curriculum Map

3RD GRADE UNIT 2/WEEKS: 2-6

Topic: GEOGRAPHY/MAPPING How do geographic tools help me locate and describe places?

Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Learning Target	Vocabulary	Possible Resources
<p>Geography SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school, and the community.</p> <p>SS-EP-4.1.2 Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers), and natural resources on Earth's surface and use relative location.</p> <p>SS-EP-4.2.1 Students will describe places on Earth's surface by their physical environment for food, shelter, and clothing.</p>	<p>Use tools (e.g., maps, globes, charts, graphs, compasses) to understand surroundings. Recognize physical and human characteristics of places and regions. Use a variety of means to identify absolute and relative location. Use geographic sources of information and data for a purpose (simple thematic maps, globes, charts, and graphs). Understand and apply developmentally appropriate geographic vocabulary.</p>	<p>I can use geographic tools to locate familiar places in my home, school and community. I can use the legend/map key and scale on a map. I can use geographic tools to identify major landforms, bodies of water, and natural resources on Earth's surface. I can describe places on Earth's surface by their physical characteristics. I can describe the relative location of landforms, bodies of water, and natural resources on Earth's surface.</p>	<p>Globe Map atlas Symbols compass rose cardinal directions map key</p> <p>Landforms continents mountain ranges bodies of water</p> <p>Natural resources</p> <p>Transportation, recreation</p> <p>Climate</p>	<p>Education Place: Outline Maps National Geographic Maps Discovery Education: The Five Themes of Geography video Discovery Education: Let's Talk Geography – Different Places on Earth , video clip</p>

3RD GRADE UNIT 2/WEEKS: 2-6

Topic: GEOGRAPHY/MAPPING How do people interact with their environment?

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Learning Target</p>	<p>Vocabulary</p>	<p>Possible Resources</p>
<p>SS-EP-4.1.3 Students will describe how different factors (e.g. rivers, mountains) influence where human activities are located in the community.</p> <p>SS-EP-4.3.1 Students will describe patterns of human settlement in places and regions on the Earth's surface.</p> <p>SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing).</p> <p>SS-EP-4.4.2 Students will describe how the physical environment can both promote and restrict human activities</p>	<p>Recognize that people depend on, adapt to, or modify the environment to meet basic needs.</p> <p>Recognize factors that influence human movement and settlement</p> <p>Explain the influence of geographic factors on human movement.</p> <p>Examine the interaction between people and their environment.</p>	<p>I can describe how different factors influence where human activities are located in communities</p> <p>I can identify and explain patterns of human settlement in different communities</p> <p>I can describe how technology helps people move, settle, and interact in the world.</p> <p>I can describe ways people adapt to or change the environment to meet their basic</p>		

GRADE 3 Unit 4/Weeks 8 -13

Topic: HISTORICAL PERSPECTIVE Native Americans and Kentucky Pioneers

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Learning Target</p>	<p>Vocabulary</p>	<p>Possible Resources</p>
<p>HISTORICAL PERSPECTIVE SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past. SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/ landmarks (e.g., “The Star-Spangled Banner,” the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veterans’ Day, Martin Luther King’s birthday, Fourth of July) and explain their historical significance. SS-EP-5.2.2 Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains Eastern Woodlands) and explain why they settled in what is now the United States. SS-EP-5.2.3 Students will describe change over time in communication, technology, transportation, and education in the community. The way we live has changed over time for Kentuckians and Americans because of changes in many areas (e.g.; communication, innovations/inventions, homes, transportation, recreation, traditions, education).</p> <p>Cultures and Societies SS-EP-2.1.1</p>	<p>Explain the influence of geographic factors on human movement. Examine the interaction between people and their environment. Compare the different Native American cultures. Recognize how the environment effected the different cultures.</p>	<p>I can define history I can identify and give examples of primary and secondary sources (e.g., artifacts, diaries, photographs) I can use primary and secondary sources to nterpret the past</p> <p>I can identify early cultures of diverse groups of Native Americans (Northwest, Southwest, Plains, Eastern Woodlands).</p> <p>I can explain why Native Americans settled in what is now the United States.</p> <p>I can describe ways Native Americans adapted to and modified the environment to meet their needs.</p> <p>I can compare early cultures of diverse groups of Native Americans (Northwest, Southwest, Plains, Eastern Woodlands).</p> <p>I can describe interactions (compromise, cooperation, conflict, competition) between Native American groups and early settlers.</p> <p>I can use primary sources to learn about the past in Florence and Boone County.</p>	<p>artifacts, diaries</p> <p>Henry Ford Orville and Wilbur Wright Microphone Radio television automobile airplane Alexander Graham Bell Transcontinental satellite Cameras photographs films occupations</p>	

GRADE 3 Unit 4/Weeks 8 -13

Topic: HISTORICAL PERSPECTIVE Native Americans and Kentucky Pioneers

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Learning Target</p>	<p>Vocabulary</p>	<p>Possible Resources</p>
<p>Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts). SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/ groups at home and at school. Geography SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing). SS-EP-4.3.1 Students will describe patterns of human SS-E-4.4.4 People have different perspectives concerning the use of the land (e.g. building developments, cutting down rain forest for farming).</p>		<p>I can describe how people in the past lived in Florence and Boone County.</p> <p>I can describe how have changed over time in communication, technology, transportation, and education.</p> <p>I can describe how inventions or advances in technology have changed the way of life in our country.</p> <p>I can recognize the importance of Veteran’s Day.</p>		

3RD GRADE UNIT 5/WEEKS: 14, 15, 16, 17

Topic: GOVERNMENT

Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Learning Target	Vocabulary	Possible Resources
<p>Government and Civics SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws.</p> <p>SS-EP-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.</p> <p>SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school, and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.</p> <p>SS-EP-1.1.1 Students will identify the basic purposes of local government (to establish order, provide security, and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection, road maintenance snow removal,</p>	<p>Recognize the existence of and the need to follow rules. Make informed decisions about school or community concerns. Identify sources of authority. Demonstrate knowledge of the development and purpose of rules and laws. Participate in the political life of the school. (Student Council) Understand the democratic principles of justice, equality, responsibility and freedom. Determine rights and responsibilities in real-life situations. Make informed decisions about school or community concerns. Identify sources of authority. Demonstrate knowledge of the development and purpose of rules and laws. Describe elements of</p>	<p>I can identify classroom/school rules and explain why we need them.</p> <p>I can identify laws and explain why we need them.</p> <p>I can give examples of what life would be like without rules or laws.</p> <p>I can define right and responsibility and give examples of each</p> <p>I can explain why rights and responsibilities are important today. I can identify characteristics of a good citizen.</p> <p>I can identify and give examples of good citizenship at school and home and explain why good citizenship is important at school and at home. I can define cooperation, conflict, compromise and competition. I can identify the basic purposes of local government. I can give examples of services that local governments provide. I can explain how government pays</p>	<p>Services</p> <p>Taxes</p> <p>Community government</p> <p>Rules/laws</p> <p>Mayor city council judge-executive</p> <p>Liberty justice voting</p> <p>recycling, conserving natural resources donating volunteers community service reuse</p> <p>Patriotic patriotism National Anthem</p>	

3RD GRADE UNIT 5/WEEKS: 14, 15, 16, 17

Topic: GOVERNMENT

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Learning Target</p>	<p>Vocabulary</p>	<p>Possible Resources</p>
<p>garbage pickup) and identify how they pay for these services with taxes. SS-EP-1.2.1 Students will describe how their local government is structured (e.g., mayor, city council, judge executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky. SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/ landmarks (e.g., “The Star-Spangled Banner,” the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veterans’ Day, Martin Luther King’s birthday, Fourth of July) and explain their historical significance.</p>	<p>familiar political systems (home, school, club). Explore the purposes and functions of local governments.</p>	<p>for the goods and services that they provide to the community. I can describe the structure of local government. I can explain the role of and identify who makes up the executive branch of government at the local level (mayor). I can explain the role of and identify who makes up the legislative branch at the local level (City Council). I can explain the role of and identify who makes up the judicial branch at the local level. (Courts) I can identify and give examples of good citizenship in the community. I can share ways that active participation of citizens helps local government to function. I can explain why civic engagement in the community is important.</p>	<p>Symbols of freedom National holidays Monuments landmarks national holidays motto symbols</p>	

Grade 3 Unit 6/Weeks 18, 19, 20, and 22 (Week 21 Health Fair)

Topic: ECONOMICS

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Learning Target</p>	<p>Vocabulary</p>	<p>Possible Resources</p>
<p>SS-EP-3.1.1 Productive resources (land, labor, capital) are limited and do not satisfy all the wants of individuals, societies and governments (scarcity). Scarcity requires people to make choices about using goods, services, and limited resources.</p> <p>SS-EP- 3.1.3 Every time a choice is made, an opportunity cost is incurred. Opportunity cost refers to what is given up when an economic choice is made.</p> <p>SS-EP-3.2.1 Economic systems can be large (e.g., U.S. economy) or small (e.g., individuals and households).</p> <p>SS-EP-3.2.4 Profit is the difference between revenues and the costs entailed in producing or selling goods or services.</p> <p>SS-EP-3.3.2 The direct exchange of goods and services is called barter. Money has generally replaced barter as a more efficient system for exchange.</p> <p>SS-EP-3.3.1 A market exists whenever buyers and sellers exchange goods and services. Prices and availability of goods and services are determined by supply and demand (human and natural resources).</p>		<p>I can define basic economic terms related to markets (e.g. markets, goods, services, producer, consume, supply and demand, barter, money, trade)</p> <p>I can define and give examples of limited productive resources.(natural, human, capital)</p> <p>I can analyze differences between limited natural resources, limited human resources, and limited capital resources</p> <p>I can identify and give examples of economic institutions. (banks)</p> <p>I can identify and give examples of economic institutions in Florence and Boone County.</p> <p>I can explain different ways in which people acquire goods and services in Florence and Boone County.</p> <p>I can define basic economic terms related to production, distribution, and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur).</p> <p>I can describe various ways in which goods and services are produced, distributed, and consumed in communities.</p> <p>I can describe how the specialization jobs effect the production and distribution of goods and services.</p> <p>I can describe the role entrepreneurs have in the production and distribution of goods and services.</p> <p>I can describe how technology will increase productivity in communities.</p> <p>I can give examples of how people in communities depend on each other for goods and services.</p>	<p>Economics scarcity opportunity cost wants and needs productive resources-natural & human capital goods services</p> <p>Supply & demand Prioritizing resources saving loaning spending money limited human resources limited natural resources profit, consumer, producer, supply, demand, buyers, sellers, barter market economy, money, trade, advertising). specialization, entrepreneur, price , production,</p>	

Grade 3 Unit 6/Weeks 18, 19, 20, and 22 (Week 21 Health Fair)

Topic: ECONOMICS

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Learning Target</p>	<p>Vocabulary</p>	<p>Possible Resources</p>
<p>SS-EP3.4.1 Producers create goods and services; consumers make economic choices about which ones to purchase.</p> <p>SS-EP- 3.4.2 Government provides goods and services and pays for them with taxes (e.g., police, fire protection. Some private businesses offer the same goods and services as the government for profit.</p> <p>SS-E-3.4.3 Producers who specialize create specific goods or services (e.g., computer games, tennis shoes, movie theaters).</p>		<p>I can give examples of how people in depend on each other for goods and services.</p> <p>I can explain how we use resources from our world to meet our needs (food/growing crops; clothing/sheering wool, growing cotton)</p> <p>I can explain how supply and demand affects consumers.</p> <p>I can explain how consumers in the past used bartering, but now consumers use money.</p> <p>I can describe a market economy.</p> <p>I can explain how advertising is used to impact consumers.</p> <p>I can explain how economic institutions help people deal with scarcity. (loan money, save money)</p> <p>I can name ways to solve economic problems. (prioritizing resources, saving, loaning, and spending money)</p> <p>I can define scarcity.</p> <p>I can identify an opportunity cost and the limited resource in an economic situation</p>	<p>distribution and consumption</p>	

Grade 3 Unit 7/Weeks 23-25

Topic: CULTURE

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Learning Target</p>	<p>Vocabulary</p>	<p>Possible Resources</p>
<p>CULTURE <u>SS-E-2.1.1</u> Language, music, art, dress, stories, and folktales define culture and may be shared among various groups. <u>SS-E-2 .2.1</u> All cultures develop institutions, customs, beliefs, and holidays, reflecting their unique histories, situations, and perspectives. <u>SS-E-2.1.2</u> Elements of culture serve to define specific groups and may result in unique perspectives. Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.</p>	<p>Recognize language, music, art, dress, food, literature, and folktales as elements of culture Describe cultural universals, similarities and differences. Recognize roles within various social groupings</p>	<p>I can study diverse cultures in my community I can explain the importance of appreciating and understanding other cultures.</p>	<p>Beliefs traditions languages skills literature the arts Investigate Diverse cultures appreciate respect customs</p>	