

Centerville-Abington Elementary Curriculum Mapping
Social Studies – 3rd Grade
1st Nine Weeks
Teresa Downs

Unit Chapter Lesson	Indiana Standard(s)	Key Concepts	Resources/Activities	Vocabulary	Assessments
Unit 1 Lesson 1	3:3:1 3:3:3 3:3:10	Understanding maps and globes. Learning the continents. Knowing the difference in physical, political, population and elevation maps. Reading map scales. Rural, urban, and suburban communities	On line worksheets Foldable vocabulary words Questions on activity pages in the book to fill out Extra teacher created activities with maps	Continent (NCA) Cardinal directions (NCA) Geography Distortion Elevation Climate Vegetation Tundra Arable land arid	
Lesson 2	3:1:6 3:3:1 3:3:2 3:3:4 3:3:5 3:3:6 3:3:8 3:3:9 3:3:12 3:3:13	Learning about the natural resources, landmarks, climate, vegetation of our 5 regions in the US	Same		
Lesson 3	3:1:6 3:3:9 3:3:13	Canadian natural landmarks, vegetation, climate and resources.	Same		
Lesson 4	3:1:6 3:3:9 3:3:13	Mexican landforms, landmarks, vegetation, climate and resources.	Same		

Lesson 5	3:1:6 3:3:9 3:3:13	Caribbean landforms, landmarks, vegetation, climate and resources	Same		Vocabulary quiz p. 50 Test prep p 52-53 On line test that can be modifies Teacher created test Project p. 51 Create a travelogue of a country complete with a map. Rubric included.
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Curriculum Mapping
Social Studies – 3rd Grade
 2nd Nine Weeks

Unit Chapter Lesson	Indiana Standard(s)	Key Concepts	Resources/Activities	Vocabulary	Assessments
Unit 2 lesson 1	3:1:1 3:1:2 3:1:3 3:1:4 3:1:5 3:1:6 3:1:8 3:1:9 3:3:1 3:3:4 3:3:7 3:3:11	What is culture? Native culture vs European settlers. Transportation	On line worksheets Foldable vocabulary words Questions and activity pages in the book to fill out	culture (NCA) artifact diversity contribution cuisine civilization tradition heritage	
lesson 2	3:1:2 3:1:3 3:1:4 3:1:6 3:1:7 3:1:8 3:1:9 3:3:7	Cultural diversity and contributions, customs, food, shelter, housing, music and language of our immigrants.	same		
lesson 3	3:1:2 3:1:4 3:1:6 3:1:8 3:1:9 3:3:7	Canadian culture and major cities	same		
lesson 4	3:1:1 3:1:6 3:1:8 3:3:7	Mexican culture and major cities	same		

lesson 5	3:1:1 3:1:6 3:3:7	Caribbean culture and major islands	Project idea p98-99 Write a story about a culture and how you contributed to your new country. Rubric included.		Test prep p 100-101 in text. On line test that can be modified. Teacher created test.
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Curriculum Mapping

Social Studies – 3rd Grade

3rd Nine Weeks

Unit Chapter Lesson	Indiana Standard(s)	Key Concepts	Resources/Activities	Vocabulary	Assessments
Unit 3 lesson 1	3:4:1 3:4:2 3:4:6 3:4:7 3:4:8 3:4:9	Economics includes budget, opportunity cost, buyer, seller, and exchange,	On line worksheets Foldable vocabulary words Questions and activity pages in the book to fill out	economics buyer seller exchange demand supply scarcity currency	
lesson 2	3:1:4	Natural resources, human resources, capital resources Technology	book activities		
lesson 3	3:3:1 3:3:4 3:4:1 3:4:3 3:4:4	Scarcity and trade. Supply and demand, reading a line graph	Creating a line graph		
lesson 4	3:4:5	Characteristics of currency. Symbols of currency around the world	book activities		Create your own currency p/ 135 vocabulary quiz p. 136 project Create an advertisement for a product. p. 137 Rubric included test prep practice p 138-139 On line test that can be modified. Teacher created test.

Curriculum Mapping
Social Studies – 3rd Grade
 4th Nine Weeks

Unit Chapter Lesson	Indiana Standard(s)	Key Concepts	Resources/Activities	Vocabulary	Assessments
Unit 4 lesson 1	3:2:1	Government is made of laws and rules. Safety and services are provided. People vote in a representative democracy.	On line worksheets Foldable vocabulary words Questions and activity pages in the book to fill out	government president constitution mayor citizen civility volunteer cooperation	
lesson 2	3:2:1 3:2:2 3:2:3 3:2:4 3:2:5 3:2:6 3:2:7	There are three levels of government, state, local and federal. Constitution and bill of rights. president, mayor and governor	same		
lesson 3	3:1:4 3:2:3 3:2:4 3:2:5 3:2:6 3:2:7	Three branches of government: legislative, executive, judicial.	same		

lesson 4	3:2:3 3:2:4 3:2:5 3:2:6	Good citizenship includes responsibilities such as volunteering and cooperation.	same	citizenship NCA	vocabulary quiz p. 172 project p. 173 Write a constitution for your class. Rubric included test prep. p 174-175 On line test that can be modified. Teacher created test.
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3rd Grade Social Studies Standards and Standard Descriptions

Standard 1 History

Students describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.

Historical Knowledge

3.1.1 Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived.

Example: Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi and Wyandotte

<http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Native-Americans-In-America.aspx>

3.1.2 Explain why and how the local community was established and identify its founders and early settlers.

3.1.3 Describe the role of the local community and other communities in the development of the state's regions.

Example: Fort Wayne was an early trade center because of the convergence of three rivers in the area.

Moving the state capitol to Indianapolis encouraged growth in the central region of Indiana.

3.1.4 Give examples of people, events and developments that brought important changes to your community and the region where your community is located.

Example: Developments in transportation, such as the building of canals, roads and railroads, connected communities and caused changes in population or industry.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

3.1.5 Create simple timelines that identify important events in various regions of the state.

- 3.1.6** Use a variety of resources to gather information about your region's communities; identify factors that make the region unique, including cultural diversity, industry, the arts and architecture.
Example: Libraries, museums, county historians, chambers of commerce, Web sites, and digital newspapers and archives
- 3.1.7** Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.
Example: Compare fictional accounts of the exploits of George Washington and John Chapman (Johnny Appleseed) with historical accounts; Compare a piece of historical fiction about Abraham Lincoln or Harriet Tubman with a primary source
- 3.1.8** Describe how your community has changed over time and how it has stayed the same.
Example: Shawnee villages in Southern Indiana and Conner Prairie settlement
- 3.1.9** Define immigration and explain how immigration enriches community.
- We are a nation of immigrants; we have been heavily influenced by immigration since before the Revolutionary War
 - *E pluribus unum* (out of many, one) <http://greatseal.com/mottoes/unum.html>
 - Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President) <http://www.history.com/topics/ellis-island>

Standard 2 Civics and Government

Students explain what it means to be citizens of their community, state and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about their local, state and national governments; and demonstrate understanding of democratic principles and practices.

Foundations of Government

3.2.1 Discuss the reasons governments are needed and identify specific goods and services that governments provide.

Example: Governments provide community services such as fire and police protection, trash and snow removal, and safe drinking water.

3.2.2 Identify and know the significance of fundamental democratic principles and ideals.

Example: The right to life, liberty and the pursuit of happiness

Functions of Government

3.2.3 Identify and explain the duties of and selection process for local and state government officials who make, implement and enforce laws.

3.2.4 Explain that the United States has three levels of government (local, state and national) and that each level has special duties and responsibilities.

Roles of Citizens

3.2.5 Explain the importance of being a responsible citizen* of your community, the state and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship*.

Example: Being respectful, trustworthy, practicing tolerance and working with others to solve problems

* **citizen:** someone with rights and responsibilities in a particular community, city, state or country

* **citizenship:** the act of practicing one's rights and responsibilities as a member of a community, state or nation

3.2.6 Explain the role citizens have in making decisions and rules within the community, state and nation such as participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way

3.2.7 Use information from a variety of resources to demonstrate an understanding of local, state and regional leaders and civic issues.

Standard 3 Geography

Students explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, explain the geographic relationships between their own community and the state and other states within the region, and compare the geographic characteristics of their own community with communities in other parts of the world.

The World in Spatial Terms

- 3.3.1 Use labels and symbols to locate and identify physical and political features on maps and/or globes.
- 3.3.2 Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.
- 3.3.3 Locate Indiana and other Midwestern states on maps using simple grid systems.
- 3.3.4 Identify the northern, southern, eastern and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another

Places and Regions

- 3.3.5 Explain that regions are areas that have similar physical and cultural characteristics*. Identify Indiana and the local community as part of a specific region.
 - Example:** States touching the Great Lakes are part of the Great Lakes Region. The same states are also considered part of the Midwest because of their location relative to other states.
 - *cultural characteristics:** human features, such as population, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures.
- 3.3.6 Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.
- 3.3.7 Compare the cultural characteristics of their community within communities in other parts of the world.

Physical Systems

- 3.3.8 Identify the major climate regions of the United States and explain their characteristics

3.3.9 Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.

Example: Growing seasons, types of crops grown, and animal hibernation and migration

Human Systems

- 3.3.10** Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.
Example: Identify patterns of rural, urban and suburban development, including population demographics.
- 3.3.11** Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.

Environment and Society

- 3.3.12** Use a variety of resources to demonstrate an understanding of regional environmental issues and examine the ways that people have tried to solve these problems.
- 3.3.13** Identify and describe how human systems and physical systems have impacted the local environment.
Example: List examples of changes in land use in the local community.

Standard 4 Economics

Students explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants and needs; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.

- 3.4.1** Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs*.
- **Scarcity:** the idea that resources are limited in relation to people's wants
 - **Productive Resources:** human resources, natural resources, and capital resources used to produce goods and services
 - **Opportunity cost:** term used in [economics](#), to mean *the value of the best alternative that would have been chosen instead*. For example, if a city decides to build a hospital on some vacant land, the opportunity cost is the *other* things that might have been done with that same land instead.
- 3.4.2** Give examples of goods and services provided by local business and industry.
- 3.4.3** Give examples of trade in the local community and explain how trade benefits both parties.
- 3.4.4** Define interdependence and give examples of how people in the local community depend on each other for goods

and services.

- **Interdependence:** reliance on each other to produce goods and services

3.4.5 List the characteristics of money and explain how money makes trade and the purchase of goods easier.

- **Characteristics of money:** scarce (not easily found), durable, easy to carry and easy to divide

3.4.6 Explain that buyers and sellers interact to determine the prices of goods and services in markets.

3.4.7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.

Example: When a family is deciding whether to buy a car, they have to compare the benefit of having personal transportation with the cost of buying and maintaining the car.

3.4.8 Gather data from a variety of resources about changes that have had an economic impact on your community.

Example: Invite a community leader to discuss the decision to build a bigger baseball park in the community. Use the local chamber of commerce and government Web sites to research the impact a new recreation center will have on young people and their families.

3.4.9 Identify different ways people save their income and explain advantages and disadvantages of each.

Example: Home “piggy bank,” savings accounts, etc.