

Social Studies-Third Grade

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
August 2012	The World in Spatial Terms A. How do we read and use a map?	<p>A. 1. 3.3.1 Use labels and symbols to locate and identify physical and political features on maps. IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.3.1 Use labels and symbols to locate and identify physical and political features on maps and globes. Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes. <i>Developed</i></p> <p>A. 2. 3.3.2 Locate places using a grid system. IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.3.2 Locate Indiana and other Midwestern states on maps using simple grid systems. <i>Introduced</i></p> <p>A. 3. 3.3.3 Cardinal and intermediate directions and find distances from places. IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.3.3 Identify the northern, southern, eastern and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another. <i>Introduced</i></p>	<p>A. McMillan/McGraw-Hill p.10-11, 138-139, Teacher created materials and maps. Daily Oral Geography</p> <p>Assessments Create and label a compass rose Plan a trip to Indianapolis and measure the distance from Centerville on a map.</p>
September 2012	<p>A. What is a region? In what type of community do I live?</p> <p>B. How does a region affect</p>	<p>A. 1. 3.3.4 Regions have similar physical and cultural characteristics. IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.3.4 Explain that regions are areas that have similar physical and cultural characteristics. Identify Indiana and the local community as part of a specific region. <i>Introduced</i></p> <p>A. 2. 3.3.5 Describe the physical characteristics of Indiana IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.3.5 Observe and describe the physical characteristics of Indiana using words and illustrations and compare them to the characteristics of neighboring states. <i>Introduced</i></p> <p>B. 1. 3.3.7 Climate affects</p>	<p>A. McMillan/McGraw-Hill p. 20-21, 42-43 Teacher created materials</p> <p>B. McMillan/McGraw-Hill p. 24-</p>

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		<p>IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.2.6 Explain the role citizens have in making decisions and rules within the community, state and nation. <i>Introduced</i></p>	
<p>November 2012</p>	<p>Why do we need government? How do leaders get elected?</p>	<p>A. 1. 3.2.1 Why governments are needed and what they provide. IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.2.1 Discuss the reasons governments are needed and identify specific goods and services that governments provide. <i>Introduced</i></p> <p>A. 2. 3.2.2 Democratic principles and ideals IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.2.2 Identify fundamental democratic principles and ideals. <i>Introduced</i></p> <p>B. 1. 3.2.3 Duties and selection of local and state officials IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.2.3 Identify the duties of and selection process for local and state government officials who make, implement and enforce laws. <i>Introduced</i></p> <p>B. 2. 3.2.4 United States government IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.2.4 Explain that the United States has different levels of government (local, state and national) and that each has special duties and responsibilities. <i>Introduced</i></p> <p>B. 3. 3.2.7 Gather information about local, state and regional leaders. IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.2.7 Use a variety of information resources to gather information about local, state and regional leaders and civic issues. <i>Introduced</i></p>	<p>McMillan/McGraw-Hill Unit 5 Teacher created material Field trip to Wayne County courthouse and municipal building Visit by the mayor of Richmond</p>
<p>December 2012</p>	<p>What makes our region culturally unique?</p>	<p>A. 1. 3.3.9 Cultures and holidays in our community</p>	<p>McMillan/McGraw-Hill Unit 2 Teacher created material Set up different cultures in each third grade classroom centering on holiday traditions.</p>

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			Assessment Create a holiday booklet using Publisher or Power point describing holiday traditions in 3 other countries. Write about favorite holiday traditions in your family. McMillan/McGraw-Hill assessment Unit 2
January 2013	A. How do people and businesses make money?	A. 1. 3.4.1 Scarcity and opportunity costs IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 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. <i>Introduced</i> A. 2. 3.4.2 Goods and services IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.4.2 Give examples of goods and services provided by local business and industry. <i>Introduced</i> A. 3. 3.4.5 Characteristics of money IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.4.5 List the characteristics of money and explain how money makes trade easier. <i>Introduced</i> A. 4. 3.4.6 Savings IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.4.6 Identify different ways people save their income and explain advantages and disadvantages of each. <i>Introduced</i> A. 5. 3.4.7 Buyers and sellers interact to determine prices IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.4.7 Explain that buyers and sellers interact to determine the prices of goods and services in markets. <i>Introduced</i> A. 6. 3.4.8 Making choices as consumers and producers IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.4.8 Illustrate how people compare benefits and costs when making choices and decisions	McMillan/McGraw-Hill Unit 4 Read aloud <u>A Cloak for Charlie</u> Draw a business listing goods and services you will offer Assessments McMillan/McGraw-Hill Unit 4 assessment Making a Budget p. 160 Give students an allowance of \$5 per week. They make a budget showing income, spending and savings for 2 months. p 192. Project. Start a lemonade business. List your expenses, income and profit. List capital, natural, and human resources. Compare the price of using natural ingredients versus mixes.

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		as consumers and producers. <i>Introduced</i>	
February 2013	A. How do communities work together?	A. 1. 3.4.3 Trade within and between communities IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.4.3 Give examples of trade in the local community and explain how trade benefits both parties. <i>Introduced</i> A. 2. 3.4.4 Interdependence IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.4.4 Define interdependence and give examples of how people in the local community depend on each other for goods and services. <i>Introduced</i> A. 3. 3.3.9 Changes that have an impact on the community IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.4.9 Gather data from a variety of information resources about a change that will have an economic impact on the community. <i>Introduced</i>	McMillan/McGraw-Hill Unit 5 teacher created material Assessment McMillan/McGraw-Hill Unit 5 assessment Import/export hunt Students list items that have been imported in their closets and pantries. They map all the items on a world map. Notice patterns of origins of manufacture. Hypothesis about why these countries are the sources of so many items.
	B. Are all the stories we hear about famous people true?	B. 1. 3.1.7 fact/fiction with historical figures IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 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. <i>Developed</i>	B. McMillan/McGraw-Hill p. 119-123 Create a flip book about the lives of Presidents Washington and Lincoln. Compare myths and facts of their lives.
	C. How does art make each community different?	C. 3.3.9 Identify factors that make regions unique IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.3.9 Identify factors that make the region unique, including cultural diversity, industry, the arts and architecture. <i>Developed</i>	C. Art is . . . series at the Richmond Art Museum
March 2013	A. What causes our seasons?	A. 1. 3.3.6 Earth/sun relationship IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.3.6 Explain the basic Earth/sun relationship, including how it influences climate, and identify	McMillan/McGraw-Hill p. 24-25, 40, 42-43, 166, 178 Teacher created material Keep a log of the temperature and weather conditions for two weeks. Draw the climates of the United

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		major climate regions of the United States. <i>Introduced</i> A. 2. 3.3.7 Climate and the physical characteristics of a region IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.3.7 Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there. <i>Introduced</i>	States and create a map key to go with it. Create posters describing different types of weather and how to prepare for them. Act out the Earth and sun rotations showing how seasons are created.
April 2013	How was our community founded?	A. 1. 3.1.2 Local community and early settlers IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.1.2 Explain why and how the local community was established and identify its founders and early settlers. <i>Introduced</i> A. 2. 3.1.3 Role of community in development of state's regions. IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.1.3 Describe the role of the local community and other communities in the development of the state's regions. <i>Introduced</i>	Our Communities Houghton Mifflin Harcourt Chapter 5 p. 156-169 100 years of community history articles from <u>Pal-Item</u> History Trunks Field trip to Mansion House, library, and downtown Centerville. Assessment Given articles about the early founders, students will act out short skits for the class.
May 2013	Continue material from April How has our community changed?	A. 3. 3.1.4 Important changes in the regions of Indiana. IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.1.4 Give examples of people, events and developments that brought important changes to the regions of Indiana. <i>Introduced</i> A.4. 3.1.5 Timelines of events in the state IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.1.5 Create simple timelines that identify important events in various regions of the state. <i>Developed</i> A.5. 3.1.6 Use a variety of community resources IN_Academic_Standards Social Studies (2007): Grade 3 • Indicator 3.1.6 Use a variety of community resources to gather information about the regional communities. <i>Introduced</i> A 6 3.3.11 Changes in land use IN_Academic_Standards	Our Communities Houghton Mifflin Harcourt Chapter 5 p. 170-177, 412-413 Trade book-- <u>Our Century Farm</u> 100 years of local history articles from <u>Pall-Item</u> Students will interview their parents about changes they have seen in the community in their lifetime. Assessment Students will choose one change in the community to research. They will present this change to the class with a written report. Drawings and photos are needed. Chapter 5 test

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		Social Studies (2007): Grade 3 <ul style="list-style-type: none">Indicator 3.3.11 Identify and describe the relationship between human systems and physical systems and the impact they have on each other. <i>Introduced</i>	