

Wilson Area School District Planned Course Guide

Title of planned course: Social Studies Grade 3

Subject Area: Social Studies

Grade Level: 3rd

Course Description: People and Communities - Harcourt

Time/Credit for this course: One Full Academic Year

Curriculum Writing Committee: Katie Gould and Amanda Powell

Wilson Area School District Planned Course Guide

Course Title: Social Studies Grade 3

Textbook: Harcourt Horizons *People and Communities*

Supplemental Books: TIME for Kids

Teacher Resources:

- Harcourt School Publishers
- www.harcourtschool.com/menus/auto/20/211.html

Curriculum Map

Chapters	Time Frame
Communities Are People	Marking Period 1
Communities Are Places	Marking Period 2
People and Their Local Government	Marking Period 3
Our Nation's Government	Marking Period 4

Curriculum Scope & Sequence

Planned Course: Social Studies Grade 3

Chapter 1: Communities Are People

Time Frame: 5 weeks

State Standards: 5.1.3 A, 5.1.3 B , 5.1.3 D, 5.1.3 F, 5.2.3 B, 5.3.3 C, 5.3.3 F, 5.3.3 G, 7.1.3 A, 7.3.3 B, 7.3.3 D, 8.1.3 B, 8.1.3 C, 8.3.3 D

Essential content/objectives: At the end of the chapter, students will be able to:

- Apply critical thinking skills to organize and use information
- Interpret information in visuals
- Recognize that people live in communities
- List three reasons that people choose to live in communities
- Understand that small, medium, and large communities are places where people live
- Understand that all people have the same basic human needs, no matter where they live
- Identify the need for material well-being as one of the reasons people form communities
- Discuss ways community members depend on each other to help meet their basic needs
- Describe how people work together to provide goods and services for a community
- Analyze the individual resources that allow a community to function and that create interdependence among its citizens
- Learn to make and explain picture and bar graphs
- Interpret and create visuals, including graphs
- Be able to use appropriate mathematical skills to interpret social studies information on graphs
- Learn to create and use graphs to illustrate the use of resources, the demand for products, and the supply of goods and services

Core Activities: Students will complete/participate in the following:

- *Lesson1: People Live in Communities*
 - Access Prior Knowledge about Communities by using a graphic organizer
 - Use headings to preview text and new vocabulary
 - Read and discuss text within lesson
 - Complete study guide on content within the lesson
 - Integrate activity book upon teachers' discretion
- *Lesson2: People Work at Many Jobs*
 - Access Prior Knowledge about different types of jobs that people have
 - Use headings to preview text and new vocabulary
 - Read and discuss text within lesson
 - Complete study guide on content within the lesson
 - Integrate activity book upon teachers' discretion

- *Skill: Read Graphs*
 - Review relevance of skill
 - Use graphic sources to discuss skill
 - Read background information and practice skill
 - Integrate activity book upon teachers' discretion

- *Lesson3: Many People, One Community*
 - Access Prior Knowledge about culture
 - Use headings to preview text and new vocabulary
 - Read and discuss text within lesson
 - Complete study guide on content within the lesson
 - Integrate activity book upon teachers' discretion

- *Lesson 4: People Getting Along*
 - Access Prior Knowledge about community law and cooperation
 - Use headings to preview text and new vocabulary
 - Read and discuss text within lesson
 - Complete study guide on content within the lesson
 - Integrate activity book upon teachers' discretion

- *Skill: Solve a Problem*
 - Review relevance of skill
 - Use graphic sources to discuss skill
 - Read background information and practice skill
 - Integrate activity book upon teachers' discretion

Extensions:

- *Lesson1: People Live in Communities*
 - Language Arts Extension
 - Write a poem to describe their community
 - Math Extensions
 - Provide word problems to calculate the number of goods sold
 - Social Studies Extensions
 - Create a welcome poster to show jobs and recreation in a community

- *Lesson2: People Work at Many Jobs*
 - Language Arts Extension
 - Interview an adult about their job
 - Research a career and complete a written report
 - Math Extensions
 - When provided salaries, list them in order from greatest to least
 - Science Extensions
 - Research natural resources and create visual poster
 - Social Studies Extensions
 - Create visual of wants and needs

- *Skill: Read Graphs*
 - Language Arts Extension
 - Explain how to use a bar or picture graph
 - Math Extensions
 - Create a bar or picture graph using data

- *Lesson3: Many People, One Community*
 - Language Arts Extension
 - Prepare and present presentation on a holiday tradition
 - Write an expressive paper about a memorable holiday
 - Math Extensions
 - Create class calendar that lists national and community celebrations

- *Lesson 4: People Getting Along*
 - Language Arts Extension
 - Write letter to a community leader
 - Social Studies Extensions
 - Create bike safety poster
 - Create a good citizenship project for school

- *Skill: Solve a Problem*
 - Character Education Extension
 - Brainstorm problems and fair solutions
 - Create/Revise classroom rules

Remediation:

- *Chapter 1 Content*
 - Create picture glossary for vocabulary
 - Create flashcards for vocabulary
 - Provide graphic organizers for vocabulary and concepts
 - Study content and vocabulary with peer
 - Modified study guides and assessments when needed

Instructional Methods:

- Concept Formation Based Learning:
 - Identify concepts and build vocabulary
 - Discussion – Scaffolding
 - Project-Based Learning Opportunities - Pairs/Cooperative Grouping
 - Discussion as a whole class
 - Read Aloud – Guided/Whole Group

Materials & Resources:

- Harcourt Horizons Teacher and Student Edition
- Harcourt Website
- Activity Book
- TIME for Kids
- Internet – Multimedia/United Streaming

Assessments:

- Formative Assessments
 - Teacher Observation
 - Response Sheets
 - Performance Assessments

- Summative Assessments
 - End-Of-Lesson Quiz
 - End-Of-Chapter Test
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Social Studies Grade 3

Chapter 2: Communities are Places

Time Frame: 5 weeks

State Standards: 7.1.3 A, 7.1.3 B, 7.2.3 A, 7.3.3 A, 7.3.3 C, 7.3.3 D, 8.1.3 A, 8.1.3 B, 8.1.3 C, 8.1.3 D

Essential content/objectives: At the end of the chapter, students will be able to:

- Apply critical thinking skills to organize and use information
- Interpret information in visuals
- Use the information on a map to identify location
- Understand the concept of place within the context of the local community
- Compare and contrast a map and globe, describing a location by hemisphere
- Locate the equator, Northern Hemisphere, Southern Hemisphere, Eastern Hemisphere, Western Hemisphere, and North and South Poles
- Describe the concepts of continent, nation, and state
- Identify and use the compass rose and map symbols to locate places on maps
- Use appropriate mathematical skills to interpret information
- Determine the distance between places on maps and on globes by using a distance scale
- Draw maps of places that contain map elements including a title, compass rose, map key or legend, and a distance scale
- Identify George Washington as our country's first President
- Use the information on a map to identify location
- Compare and contrast cities, suburbs, and rural areas
- Describe an example of transportation network, and explain how it encourages economic prosperity

Core Activities: Students will complete/participate in the following:

- *Lesson1: Where on Earth Is Your Community?*
 - Access Prior Knowledge about community surroundings
 - Use headings to preview text and new vocabulary
 - Read and discuss text within lesson
 - Complete study guide on content within the lesson
 - Integrate activity book upon teachers' discretion
- *Skill: Read a Map*
 - Review relevance of skill
 - Use graphic sources to discuss skill
 - Read background information and practice skill
 - Integrate activity book upon teachers' discretion
- *Lesson2: Communities Are Different Sizes*
 - Access Prior Knowledge about types of communities
 - Use headings to preview text and new vocabulary

- Read and discuss text within lesson
- Complete study guide on content within the lesson
- Integrate activity book upon teachers' discretion

- *Lesson3: Every Community Has a Story*
 - Access Prior Knowledge about your own community
 - Use headings to preview text and new vocabulary
 - Read and discuss text within lesson
 - Complete study guide on content within the lesson
 - Integrate activity book upon teachers' discretion

- *Skill: Read a Time Line*
 - Review relevance of skill
 - Use graphic sources to discuss skill
 - Read background information and practice skill
 - Integrate activity book upon teachers' discretion

Extensions:

- *Lesson1: Where on Earth Is Your Community?*
 - Language Arts Extension
 - Recite poem to memorize continents and oceans
 - Science Extension
 - Compare/Contrast North and South Pole
 - Social Studies Extensions
 - Identify/Research Continents and Oceans
 - Complete community scavenger hunt to locate important community features

- *Skill: Read a Map*
 - Social Studies Extension
 - Create a map of the school or community

- *Lesson2: Communities Are Different Sizes*
 - Language Arts Extension
 - Write a detailed description of their community
 - Write a descriptive essay creating their own community
 - Math Extensions
 - Compare/Contrast the populations of their surrounding communities
 - Social Studies Extensions
 - Create a collage depicting a type of community

- *Lesson3: Every Community Has a Story*
 - Language Arts Extension
 - Write a report on Native Americans who lived in or around the area
 - Write a persuasive letter explaining why a friend should move to Mount Dora
 - Math Extensions
 - Answer questions using important dates in Mount Dora History
 - Social Studies Extensions

- Research the history your community

- *Skill: Timeline*
 - Social Studies Extension
 - Create an autobiographical timeline
 - Create a timeline based on an important event in history
 - Create a timeline based on the previous school year
 - Math Extensions
 - Answer questions using important dates on a timeline

Remediation:

- *Chapter 2 Content*
 - Create picture glossary for vocabulary
 - Create flashcards for vocabulary
 - Provide graphic organizers for vocabulary and concepts
 - Study content and vocabulary with peer
 - Modified study guides and assessments when needed

Instructional Methods:

- Concept Formation Based Learning:
 - Identify concepts and build vocabulary
 - Discussion – Scaffolding
 - Project-Based Learning Opportunities - Pairs/Cooperative Grouping
 - Discussion as a whole class
 - Read Aloud – Guided/Whole Group

Materials & Resources:

- Harcourt Horizons Teacher and Student Edition
- Harcourt Website
- Activity Book
- TIME for Kids
- Internet – Multimedia/United Streaming

Assessments:

- Formative Assessments
 - Teacher Observation
 - Response Sheets
 - Performance Assessments
- Summative Assessments
 - End-Of-Lesson Quiz
 - End-Of-Chapter Test
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Social Studies Grade 3

Chapter 3: Citizenship and Government

Time Frame: 5 weeks

State Standards: 5.1.3 C, 5.2.3 A, 5.2.3 C, 5.2.3 D, 5.3.3 A, 5.3.3 B, 5.3.3 D, 5.3.3 E, 5.3.3 G, 7.1.3 B, 7.3.3 E, 8.1.3 B, 8.1.3 C, 8.3.3 D

Essential content/objectives: At the end of the chapter, students will be able to:

- Apply critical thinking skills to organize and use information
- Interpret information in visuals
- Understand that good citizenship includes a belief in justice, equality and responsibility for the common good
- Identify historic figures such as Jane Addams who have exemplified good citizenship
- Give examples of community changes that result from individual or group decisions
- Distinguish between elected and appointed government leaders
- Recognize that community governments make laws to help keep order and to keep people safe
- Evaluate the necessity and function of a system of laws to govern the citizens of a community
- Explain the roles citizens have in settling disagreements
- Learn skills to resolve conflicts
- Practice conflict resolution strategies
- Express ideas about conflict orally, based on knowledge and experiences, and recommend solutions
- Identify services commonly provided by local governments
- Explain how local government services are financed
- Give examples of and cite the needs for taxes
- Explain the three branches of government (with emphasis on local government)
- Describe the basic structure of government in the local community
- Identify local government officials and explain how they are chosen
- Explain the importance of the consent of the governed to the functions of local government
- Identify and use symbols to locate PA and its capital on a map
- Use state borders to identify capital cities bordering PA
- Compare the symbols for a state capital with the symbols for a national capital
- Understand that county seat is the city or town where a county government meets

Core Activities: Students will complete/participate in the following:

- *Lesson 1: Leaders in a Community*
 - Access Prior Knowledge about jobs of community leaders
 - Use headings to preview text and new vocabulary
 - Read and discuss text within lesson
 - Complete study guide on content within the lesson

- Integrate activity book upon teachers' discretion
- *Lesson2: Communities Have Governments*
 - Access Prior Knowledge about the goals of a community and how they are achieved
 - Use headings to preview text and new vocabulary
 - Read and discuss text within lesson
 - Complete study guide on content within the lesson
 - Integrate activity book upon teachers' discretion
- *Skill: Resolve Conflicts*
 - Review relevance of skill
 - Use graphic sources to discuss skill
 - Read background information and practice skill
 - Integrate activity book upon teachers' discretion
- *Lesson3: Community Governments Provide Services*
 - Access Prior Knowledge about services that community governments provide for their citizens
 - Use headings to preview text and new vocabulary
 - Read and discuss text within lesson
 - Complete study guide on content within the lesson
 - Integrate activity book upon teachers' discretion
- *Lesson 4: Branches and Levels of Government*
 - Access Prior Knowledge about local, state and national governments
 - Use headings to preview text and new vocabulary
 - Read and discuss text within lesson
 - Complete study guide on content within the lesson
 - Integrate activity book upon teachers' discretion
- *Skill: Identify State Capitals and Borders*
 - Review relevance of skill
 - Use graphic sources to discuss skill
 - Read background information and practice skill
 - Integrate activity book upon teachers' discretion

Extensions:

- *Lesson1: Leaders in a Community*
 - Language Arts Extension
 - Persuade someone to volunteer in a community organization
 - Social Studies Extensions
 - Create a "Volunteer Wanted" poster
- *Lesson2: Communities Have Governments*
 - Language Arts Extension
 - Summarize information about community governments
 - Outline a possible solution to help families in a conflict
 - Social Studies Extensions
 - Debate over an ongoing social conflict

- *Skill: Resolve Conflicts*
 - Language Arts Extension
 - Listen to presentation on conflict resolution
 - Social Studies
 - Simulate a family conflict and use strategies to resolve it

- *Lesson3: Community Governments Provide Services*
 - Language Arts Extension
 - Write a persuasive paragraph discussing why people should pay taxes
 - Art Extensions
 - Create a tabletop model of a community park
 - Math Extension
 - Compute sales tax for purchases

- *Lesson 4: Branches and Levels of Government*
 - Language Arts Extension
 - Write a booklet to understand the functions and duties of each level of government
 - Write a letter to a state senator
 - Social Studies Extensions
 - Role play all branches of the government in classroom

- *Skill: Identify State Capitals and Borders*
 - Science Extension
 - Research weather information for capital cities around the nation

Remediation:

- *Chapter 3 Content*
 - Create picture glossary for vocabulary
 - Create flashcards for vocabulary
 - Provide graphic organizers for vocabulary and concepts
 - Study content and vocabulary with peer
 - Modified study guides and assessments when needed

Instructional Methods:

- Concept Formation Based Learning:
 - Identify concepts and build vocabulary
 - Discussion – Scaffolding
 - Project-Based Learning Opportunities - Pairs/Cooperative Grouping
 - Discussion as a whole class
 - Read Aloud – Guided/Whole Group

Materials & Resources:

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- Harcourt Website
- Activity Book
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Assessments:

- Formative Assessments
 - Teacher Observation
 - Response Sheets
 - Performance Assessments

- Summative Assessments
 - End-Of-Lesson Quiz
 - End-Of-Chapter Test
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Social Studies Grade 3

Chapter 4: Communities Are People

Time Frame: 5 weeks

State Standards: 5.1.3 C, 5.1.3 D, 5.1.3 F, 5.2.3 A, 5.3.3 E, 8.1.3 B, 8.3.3 A, 8.3.3 B, 8.3.3 C

Essential content/objectives: At the end of the chapter, students will be able to:

- Apply critical thinking skills to organize and use information
- Interpret information in visuals
- Identify the three main branches of our national government
- Understand what determines the number of representatives a state has in Congress
- Describe some of the duties of the United States President
- Explain the significance of the Supreme Court as the most important court in the United States
- Understand the parts of a table and how to read one
- Learn to interpret information for a table
- Compare and contrast the qualifications and terms of office at the federal level for a member of the House of Representatives, a member of the Senate, the President, and a Supreme Court Justice
- Explain the interactions between rights and responsibilities
- Identify and explain the importance of acts of civic responsibility, including obeying laws and voting
- Explain that when more than half of the people vote in the same way, they are in the majority
- Understand the significance of minority rights
- Resolve classroom dilemmas by using the democratic process of majority rule
- Identify steps in the voting process
- Read about Americans who have worked to make life better for others
- Recognize the risks some people have taken to secure freedom for themselves and for others
- Identify ordinary people who exemplify good citizenship
- Evaluate the meaning of the flag of the United States
- Describe the ways in which the United States flag is saluted and displayed
- Analyze the meaning of the Pledge of Allegiance
- Explain the historical significance of our national anthem
- Understand the significance of the Liberty Bell to our nation's heritage

Core Activities: Students will complete/participate in the following:

- *Lesson 1: The National Government*
 - Access Prior Knowledge about the national government
 - Use headings to preview text and new vocabulary
 - Read and discuss text within lesson
 - Complete study guide on content within the lesson
 - Integrate activity book upon teachers' discretion

- *Skill: Read a Table*
 - Review relevance of skill
 - Use graphic sources to discuss skill
 - Read background information and practice skill
 - Integrate activity book upon teachers' discretion

- *Lesson2: Citizens Have Rights and Responsibilities*
 - Access Prior Knowledge about citizens rights and responsibilities
 - Use headings to preview text and new vocabulary
 - Read and discuss text within lesson
 - Complete study guide on content within the lesson
 - Integrate activity book upon teachers' discretion

- *Skill: Make a Choice By Voting*
 - Review relevance of skill
 - Use graphic sources to discuss skill
 - Read background information and practice skill
 - Integrate activity book upon teachers' discretion

- *Lesson3: Models of American Citizenship*
 - Access Prior Knowledge about being good citizens
 - Use headings to preview text and new vocabulary
 - Read and discuss text within lesson
 - Complete study guide on content within the lesson
 - Integrate activity book upon teachers' discretion

- *Lesson 4: Symbols of National Pride*
 - Access Prior Knowledge about national symbols
 - Use headings to preview text and new vocabulary
 - Read and discuss text within lesson
 - Complete study guide on content within the lesson
 - Integrate activity book upon teachers' discretion

Extensions:

- *Lesson1: The National Government*
 - Language Arts Extension
 - Research and present information about state constitution
 - Locate words within lesson that end in suffixes –tion, and -ive
 - Create a H-Chart to make generalizations about The House, Senate and Congress
 - Social Studies Extension
 - Create a travel brochure to visit the National Mall in Washington, D.C.

- *Lesson2: Citizens Have Rights and Responsibilities*
 - Language Arts Extension
 - Create a journal reflecting how their daily routine is impacted by the freedom and rights protected by the Bill of Rights

- Write a descriptive paragraph about what students would like to change in their community or school
- Give a speech persuading adults to vote
- Social Studies Extensions
 - Discuss similarities and differences between major political parties and how they stand on issues
- Math Extensions
 - Find the probability of a candidate winning an election
- *Skill: Make a Choice By Voting*
 - Science Extension
 - Discuss environmental issues students would like to vote on as adults
 - Math Extensions
 - Create a tally chart of votes
- *Lesson3: Models of American Citizenship*
 - Art Extensions
 - Create a billboard project that includes pictures, dates and contributions by important people
 - Language Arts Extensions
 - Read about important American figures and list characteristics that make them good citizens
 - Research the North Star and write a paper about how it can help slaves find their way to freedom
 - Write a short report about a citizen featured in lesson depicting how that person's actions made a positive impact on the community
 - Research a citizen within the lesson and write a biography
 - Science Extensions
 - Research the North Star and write a paper about how it can help slaves find their way to freedom
- *Lesson 4: Symbols of National Pride*
 - Math Extension
 - Use the flags to count stars and subtract to find how many stars were added to each new flag
 - Art Extension
 - Create a symbol to represent the class' culture
 - Music Extensions
 - Sing a song about the Stars and Stripes to the tune of "Row, Row, Row Your Boat"
 - Language Arts Extensions
 - Research to find out one of the state's national symbols

Remediation:

- *Chapter 4 Content*
 - Create picture glossary for vocabulary
 - Create flashcards for vocabulary
 - Provide graphic organizers for vocabulary and concepts
 - Study content and vocabulary with peer
 - Modified study guides and assessments when needed

Instructional Methods:

- Concept Formation Based Learning:
 - Identify concepts and build vocabulary
 - Discussion – Scaffolding
 - Project-Based Learning Opportunities - Pairs/Cooperative Grouping
 - Discussion as a whole class
 - Read Aloud – Guided/Whole Group

Materials & Resources:

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Assessments:

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 - Teacher Observation
 - Response Sheets
 - Performance Assessments

- Summative Assessments
 - End-Of-Lesson Quiz
 - End-Of-Chapter Test
 - Extension Projects