

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: Social Studies</b>	<b>GRADE(S): 3rd</b>
<b>UNIT: Geography (Maps, Globes, and Communities)</b>	<b>TIMEFRAME: 6-8 weeks</b>

## PA ACADEMIC STANDARDS:

### 7.1.3 BASIC GEOGRAPHIC LITERACY

**7.1.3.A.** Identify how basic geographic tools are used to organize and interpret information about people, places and environment.

**7.1.3.B.** Identify and locate places and regions as defined by physical and human features.

### 7.2.3 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

**7.2.3.A.** Identify the physical characteristics of places and regions.

**7.2.3.B.** Identify the basic physical processes that affect the physical characteristics of places and regions.

### 7.3.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

**7.3.3.A.** Identify the human characteristics of places and regions using the following criteria:

- *Population*
- *Culture*
- *Settlement*
- *Economic activities*
- *Political activities*

### 7.4.3 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

**7.4.3.A.** Identify the effect of the physical systems on people within a community.

**7.4.3.B.** Identify the effect of people on the physical systems within a community.

## NCSS STANDARDS:

- Students will understand how their local community and other communities in North America varied long ago.
- How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

## UNIT OBJECTIVES

- Define and describe the concept and geography of a community. (Scott Foresman – Chapter 1, Lesson 1) OR (Silver Burdett Ginn – Chapter 2).
- Describe actions by an individual that changed and improved a community. (Scott Foresman – Chapter 1, Lesson 1.)
- Relate the geographic location of a community to the local area, the state, and the country. (Scott Foresman – Chapter 1, Lesson 2).
- Assess similarities and differences among communities in different times. (Scott Foresman – Chapter 1, Lesson 3).
- Describe the geography of a rural community. (Scott Foresman – Chapter 2, Lesson 1) OR (Silver Burdett Ginn – Chapter 3).
- Describe the geography of a suburban community. (Scott Foresman – Chapter 2, Lesson 2) OR (Silver Burdett Ginn – Chapter 5).
- Describe the geography of an urban community. (Scott Foresman – Chapter 2, Lesson 3) OR (Silver Burdett Ginn – Chapter 4).
- Use cardinal and intermediate directions on a compass rose to locate places on maps.
- Develop map skills by using the equator and prime meridian to identify the four hemispheres.
- Interpret, use and distinguish various representations of the earth, such as maps, globes, and photographs.

## ACTIVITIES:

- Recognize and label the seven continents of the world.
- Make a booklet on the border states of Pennsylvania.
- Watch Brain Pop Jr. Video on Reading Maps and complete activity.
- Construct and label a map of your community/school/home, including a map key and compass rose.
- Make a 3D model of the earth (balloon).
- Create a class landform book – individual students create landform posters and then they're compiled to create book.
- Watch Brain Pop Jr. Video on rural, suburban, and urban communities and complete the corresponding activity.
- Create a tree map describing the characteristics of each community type (rural, suburban, and urban).
- Create a multi-flow map – consider the causes and effects as to why communities change over time.

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## ASSESSMENTS:

- Teacher made quizzes and tests
- Brain Pop quizzes
- Student Participation
- Teacher Observation
- Student made projects
- Thinking maps

## DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

### Remediation

- Use a sectioned circle map to describe and illustrate vocabulary terms.
- Explain life in rural, urban, and suburban communities by pictures and captions (tree map).

### Extension

- Make a travel brochure for a city you would like to visit.
- Create a picture book story about experiencing a different community from which they currently live in.
- Directions activity: have a student leave the room and then hide an object. When the students re-enters the room, he/she must follow the directions to find the object.

## RESOURCES:

- Scott Foresman Textbook
- Silver Burdett Ginn Textbook
- Brain Pop Videos
- United Streaming Videos
- Thinking Maps
- Promethean Planet

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: Social Studies</b>	<b>GRADE(S): 3rd</b>
<b>UNIT: History</b>	<b>TIMEFRAME: 6-8 weeks</b>

## PA ACADEMIC STANDARDS:

### 8.1.3 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.3.A. Identify the difference between past, present and future using timelines and/or other graphic representations.
- 8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.
- 8.1.3.C. Conduct teacher guided inquiry on assigned topics using specified historical sources. (Reference RWSL Standard 1.8.3 Research)

### 8.2.3 PENNSYLVANIA HISTORY

- 8.2.3.A. Identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.
- 8.2.3.B. Identify historical documents, artifacts, and places critical to Pennsylvania history.
- 8.2.3.C. Identify and describe how continuity and change have impacted Pennsylvania history.
  - Belief systems and religions
  - Commerce and industry
  - Technology
  - Politics and government
  - Physical and human geography
  - Social organizations
- 8.2.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania.
  - Ethnicity and race
  - Working conditions
  - Immigration
  - Military conflict
  - Economic stability

### 8.3.3 UNITED STATES HISTORY

- 8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.
- 8.3.3.B. Identify and describe historical documents, artifacts, and places critical to United States history.
- 8.3.3.C. Identify and describe how continuity and change have impacted U.S. history.
  - Belief systems and religions
  - Commerce and industry
  - Technology
  - Politics and government
  - Physical and human geography
  - Social organizations
- 8.3.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US.
  - Ethnicity and race
  - Working conditions
  - Immigration
  - Military conflict
  - Economic stability

### 8.4.3 WORLD HISTORY

- 8.4.3.A. Identify the elements of culture and ethnicity.
- 8.4.3.B. Identify the importance of artifacts and sites to different cultures and ethnicities.
- 8.4.3.C. Compare and contrast selected world cultures.
- 8.4.3.D. Identify conflict and cooperation among groups and organizations from around the world.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## NCSS STANDARDS:

- The student will understand chronological events dealing with the history of the United States.
- The student will become familiar with prominent people who played key roles in Pennsylvania and United States history.

## UNIT OBJECTIVES:

- Compare people, places, events, and developments in communities within the United States. (Scott Foresman – Chapter 7, Lesson 1).
- Compare the ways people in a community meet their needs for transportation over time and in the present. (Scott Foresman – Chapter 8, Lesson 1).
- Compare ways people in the local community meet their needs for communication over time and in the present. (Scott Foresman – Chapter 8, Lesson 2).
- Identify the ways inventions changed people's lives over the history of the United States. (Scott Foresman – Chapter 8, lesson 3).
- Identify the impact of new technology in pasteurization and medical vaccines around the world. (Scott Foresman – Chapter 8, Lesson 4.)
- Identify famous Pennsylvanians and their social, political, political, and/or economic contributions.
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## ACTIVITIES:

- Use a double-bubble map to compare and contrast places in the United States.
- Create flow maps/timelines to show inventions, forms of transportation, technology, medicine, communication devices, and famous events in US history.
- Choose an invention and display important information on a poster or thinking map.
- Use a double-bubble map to compare and contrast selected world culture.
- Create a multi-flow map based upon inventions and their need.
- Given a list of famous Pennsylvanians, students will choose one person from the list and report on their contribution(s)/role(s).
- Given a list of famous Americans, students will choose one person from the list and report on their contribution(s)/role(s).

## ASSESSMENTS:

- Teacher made quizzes and tests
- Brain Pop quizzes
- Student Participation
- Teacher Observation
- Student made projects
- Thinking maps

## DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

### Remediation

- Ed Helper – Read and Color books on inventors and inventions
- Create a collage of famous inventions, places, and/or people of United States history.
- Create a mini-book of famous Americans.

### Extension

- Create your own invention and describe the impact it would have on society.
- Create a power point presentation on an inventor or invention and present it to the class.
- Create/write a biography or report on a famous Pennsylvanian or American.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## RESOURCES:

- Scott Foresman Textbook
- Silver Burdett Ginn
- Brain Pop Videos
- United Streaming Videos
- Thinking Maps
- Promethean Planet

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: Social Studies</b>	<b>GRADE(S): 3rd</b>
<b>UNIT: Civics and Government (People and Citizenship)</b>	<b>TIMEFRAME: 6-8 weeks</b>

## PA ACADEMIC STANDARDS:

### 5.1.3 PRINCIPLES AND DOCUMENTS OF GOVERNMENT

- 5.1.3.A. Explain the purposes of rules, laws, and consequences.
- 5.1.3.B. Explain rules and laws for the classroom, school, and community.
- 5.1.3.C. Define the principles and ideals shaping local government.
  - Liberty / Freedom
  - Democracy
  - Justice
  - Equality
- 5.1.3.D. Identify key ideas about government found in significant documents:
  - Declaration of Independence
  - United States Constitution
  - Bill of Rights
  - Pennsylvania Constitution
- 5.1.3.F. Identify state symbols, national symbols, and national holidays.

### 5.2.3 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

- 5.2.3.A. Identify personal rights and responsibilities.
- 5.2.3.B. Identify the sources of conflict and disagreement and different ways conflict can be resolved.
- 5.2.3.C. Identify leadership and public service opportunities in the school, community, state, and nation.
- 5.2.3.D. Describe how citizens participate in school and community activities.

### 5.3.3 HOW GOVERNMENT WORKS

- 5.3.3.A. Identify the roles of the three branches of government.
- 5.3.3.B. Identify how laws are made in the local community.
- 5.3.3.C. Identify services performed by the local governments.
- 5.3.3.D. Identify positions of authority at school and community.
- 5.3.3.E. Explain the purpose for elections.
- 5.3.3.F. Explain how an action may be just or unjust.
- 5.3.3.G. Identify individual interests and explain ways to influence others.

## NCSS STANDARDS:

The student will understand how the United States government was formed and the nation's basic democratic principles set forth by the Declaration of Independence and the Constitution.

## UNIT OBJECTIVES

- Discuss the importance of the Declaration of Independence, the United States Constitution, and the Bill of Rights. (Scott Foresman – Chapter 11, Lesson 2)
- Identify and explain important acts of civic responsibility, such as; obeying laws and voting. (Scott Foresman – Chapter 11, Lesson 3)
- Explain why government is important in the school and classroom. (Scott Foresman – Chapter 11, Lesson 3)
- Identify local government officials and explain how they are chosen. (Scott Foresman – Chapter 12, Lesson 2)
- Understand the difference between making laws, carrying out laws, and determining if laws have been broken. (Scott Foresman – Chapter 12, Lesson 3)
- Distinguish among city, county, and state governments. (Scott Foresman - Chapter 12, Lesson 3)OR (Silver Burdett Ginn – Chapter 10)

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## ACTIVITIES:

- Create community wheel – TE page 14 (Silver Burdett Ginn)
- Fact/Opinion Activity – The Constitution
- Brain Pop activities correlating to topic.
- Create a tree map of levels of government: community (local), county, state, national (federal).
- Create a quiz game to review facts in chapter.
- Make a list of ways one can be an upstanding citizen and ways to help their community. Choose one activity to implement.
- Design your own community – create laws and community member roles.
- Create a citizenship poster – TE H3 (Scott Foresman).
- Create a flow map of monthly national holidays and/or create a double bubble map comparing and contrasting holidays.
- Create a booklet highlighting different winter holidays.
- Create a mini-book with two sentences about each historical document (Dec. Of Independence, Constitution, Bill of Rights, Mayflower Compact, and Magna Carta).

## ASSESSMENTS:

- Teacher made quizzes and tests
- Brain Pop quizzes
- Student Participation
- Teacher Observation
- Student made projects
- Thinking maps

## DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

### Remediation:

- Leveled readers or trade books based on topic of study.
- Study guides provided for all students.
- Act out a Reader's Theater play based upon topic.
- Students can watch/re-watch Brain Pop movies and complete activities
- Ed Helper – Read and Color stories for the national holidays

### Extension:

- Student choice between two holidays where they compare and contrast the history, beliefs, and cultures surrounding both. Answer the questions why, when, who, where, how, what, and share facts about both holidays.
- Create your own national holiday (using chart topics above).
- Create your own play.
- Create a PSA for your own community.
- Create your own slogan for your community.

## RESOURCES:

- Scott Foresman Textbook
- Silver Burdett Ginn Textbook
- Brain Pop Videos
- United Streaming Videos
- Thinking Maps
- Promethean Planet

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: Social Studies</b>	<b>GRADE(S): 3rd</b>
<b>UNIT: Economics</b>	<b>TIMEFRAME: 6-8 weeks</b>

## PA ACADEMIC STANDARDS:

### 6.1.3 SCARCITY AND CHOICE

- 6.1.3.A. Define scarcity and identify examples of resources, wants, and needs.
- 6.1.3.B. Identify needs and wants of people.  
Identify examples of natural, human, and capital resources.
- 6.1.3.C. Explain what is given up when making a choice.
- 6.1.3.D. Identify reasons why people make a choice.

### 6.2.3 MARKETS AND ECONOMIC SYSTEMS

- 6.2.3.A. Identify goods, services, consumers, and producers in the local community.
- 6.2.3.B. Identify competing sellers in the local market.
- 6.2.3.C. Identify types of advertising designed to influence personal choice.
- 6.2.3.D. Define price and how prices vary for products
- 6.2.3.E. Describe the effect of local businesses opening and closing.
- 6.2.3.F. Identify private economic institutions.
- 6.2.3.G. Identify characteristics of the local economy.

### 6.3.3 FUNCTIONS OF GOVERNMENT

- 6.3.3.A. Identify goods and services provided by the government.
- 6.3.3.B. Identify examples of government involvement in local economic activities.
- 6.3.3.C. Define tax and explain the relationship between taxation and government services.

### 6.4.3 ECONOMIC INTERDEPENDENCE

- 6.4.3.A. Identify local examples of specialization and division of labor.
- 6.4.3.B. Identify examples of trade, imports, and exports in the local community.

### 6.5.3 INCOME, PROFIT, AND WEALTH

- 6.5.3.A. Explain why people work.
- 6.5.3.B. Identify different occupations.
- 6.5.3.E. Identify tangible and intangible assets.
- 6.5.3.G. Define saving and explain why people save.
- 6.5.3.H. Identify the role of banks in our local community.

## NCSS STANDARDS:

Economics is concerned with the behavior of individuals and institutions engaged in the production, exchange, and consumption of goods and services.

## UNIT OBJECTIVES

- Identify ways of earning, spending, and saving money. (Scott Foresman – Chapter 9, Lesson 1)
- Explain the differences between needs and wants. (Scott Foresman – Chapter 9, Lesson 1)
- Identify an example of making an economic choice. (Scott Foresman – Chapter 9, Lesson 2)
- Explain supply and demand, goods and services, trade, and production vs. profit. (Scott Foresman – Chapter 9, Lesson 3)
- Define and identify examples of scarcity. (Scott Foresman – Chapter 10, Lesson 2)
- Identify examples of natural, human, and capital resources and how they're used to produce goods. (Scott Foresman – Chapter 10) Could be used in conjunction with Science, Chapter 8 (Resources).

## ACTIVITIES:

- Watch Brain Pop videos on goods and services, needs and wants, and saving and spending.
- Play an economic choice activity using items for students to purchase.
- Demonstrate an assembly line with children participation.
- Invite community workers to come in and discuss their business with students.
- Research different types of money from around the world – choose a country and research what type of money is used there.
- Make product flow map – showing steps of how a product is made (from sheep to sweater and making a peanut butter and jelly sandwich, etc.)
- Choose a resource found in your state or local area and create a circle map and/or poster.
- Create a double bubble map to compare and contrast imported goods and exported goods.

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## ASSESSMENTS:

- Teacher made quizzes and tests
- Brain Pop quizzes
- Student Participation
- Teacher Observation
- Student made projects
- Thinking maps
- Product flowchart – showing the steps of how a product is made.
- Venn diagram to compare U.S. currency with other world currencies.

## DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

### Remediation:

- Use sectioned circle maps to illustrate and define vocabulary words.
- Leveled readers and trade books based on topic reinforce key concepts and skills.
- Ed Helper – Read and Color stories on economics.

### Extension:

- Design a new currency bill or coin.
- Create a family budget.

## RESOURCES:

- Scott Foresman Textbook
- Silver Burdett Ginn
- Brain Pop Videos
- United Streaming Videos
- Thinking Maps
- Hersheys.com/discover/tour\_video.asp (making chocolate)
- Promethean Planet