

Trinity Area School District
Social Studies Curriculum Map

Course: Social Studies Grade: 3	Overview of Course (Briefly describe what students should understand and be able to do as a result of engaging in this course): The World is made up of continents and oceans. Just as these parts make up the world, there are parts of people and their communities that work together to achieve goals.
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Overarching Big Ideas, Enduring Understandings, and Essential Questions (These “spiral” throughout the entire curriculum.)
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Big Idea (A Big Idea is typically a noun and always transferable within and among content areas.)	Standard(s) Addressed (What Common Core Standard(s) and/or PA Standard(s) address this Big Idea?)	Enduring Understanding(s) (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	Essential Question(s) (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)

<p>Systems Location Culture</p>	<p><u>Civics and Government</u></p> <p>5.1.3.A: Explain the purposes of rules, laws, and consequences.</p> <p>5.1.3.B: Explain rules and laws for the classroom, school, and community.</p> <p>5.1.3.C: Define the principles and ideals shaping local government.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <hr/> <p>5.1.3.F: Identify state symbols, national symbols, and national holidays.</p> <p>5.2.3.A: Identify personal rights and responsibilities.</p> <p>5.2.3.B: Identify the sources of conflict and disagreement and different ways conflict can be resolved.</p> <hr/>	<p>Rules and laws keep order and ensure safety. Consequences occur when rules and laws are not followed.</p> <p>A classroom, school, and community have rules to keep order and ensure safety.</p> <p>Citizens have rights, liberties, and responsibilities in our community.</p> <p>All citizens are equal before the law.</p> <p>Citizens understand that the government serves the community.</p> <p>We have a national and state flags, and we celebrate national holidays.</p> <p>Citizens have personal rights and responsibilities.</p> <p>We have many conflicts and disagreements and different ways to solve our problems.</p>	<p>What are the purposes of rules, laws, and consequences within the classroom, school, and community?</p> <p>What are the rules and laws within the classroom, school, and community?</p> <p>What are our rights, liberties, and responsibilities as a citizen in a community?</p> <p>What is a government in the community?</p> <p>What does our nation’s flag look like? What does our state flag look like? What are the national holidays we celebrate?</p> <p>What are personal rights? How can a citizen show responsibility?</p> <p>What is a conflict? How can a conflict be resolved peacefully?</p>
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	<p>5.3.3.D: Identify positions of authority at school and community.</p> <p><u>Economics</u></p> <p>6.1.3.A: Define scarcity and identify examples of resources, wants, and needs.</p> <p>6.1.3.C: Explain what is given up when making a choice.</p> <p>6.1.3.D: Identify reasons why people make a choice.</p> <p>6.2.3.A: Identify goods, services, consumers, and producers in the local community.</p> <p>6.2.3.B: Identify competing sellers in the local market.</p> <p>6.2.3.C: Identify types of advertising designed to influence personal choice.</p> <p>6.2.3.D: Define price and how prices vary for products.</p>	<p>There are several positions of authority in the school and community.</p> <p>Limited resources and unlimited wants require choices. We must choose between a need and a want.</p> <p>Making choices causes consequences.</p> <p>People make choices for various reasons.</p> <p>Producers provide consumers in the community with goods and services.</p> <p>Sellers often compete for customers.</p> <p>Advertising on television, in magazines, and on social media influence our personal choices.</p> <p>Prices vary for items that we purchase. Example: gasoline</p>	<p>Who holds the positions of authority in our school and community?</p> <p>What is scarcity? What are resources? What is the difference between a need and a want?</p> <p>What is given up when making a choice?</p> <p>What causes people to make a choice? How does making good choices affect personal consequences?</p> <p>Who are producers and consumers? What are goods and services?</p> <p>Where do we shop? Why do we shop there?</p> <p>What are different types of advertising? How do they influence our choices? Why do prices vary for the same product?</p>
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	<p>6.5.3.G: Define saving and explain why people save.</p> <p>6.5.3.H: Identify the role of banks in our local community.</p> <p><u>Geography</u></p> <p>7.1.3.A: Identify how basic geographic tools are used to organize and interpret information about people, places and environment.</p> <p>7.1.3.B: Identify and locate places and regions as defined by physical and human features.</p> <p>7.2.3.A: Identify the physical characteristics of places and regions.</p>	<p>Saving is the part of income not spent on taxes or consumption.</p> <p>Banks play an important role in our local community.</p> <p>Basic geographic tools are used to organize and interpret information about people, places and environment.</p> <p>A continent is one of several major land masses on the earth.</p> <p>The world is made up of 7 continents. -North America -South America -Africa -Europe -Asia -Antarctica -Australia</p> <p>There are 4 oceans that help make up the world. -Pacific -Atlantic -Indian -Arctic</p> <p>There are major landforms that help shape the world. Example: mountains, valleys, volcanoes, mesas, deserts, etc.</p>	<p>What is saving? Why do people save money?</p> <p>Why do we need banks?</p> <p>How are basic geographic tools used to organize and interpret information about people, places and environment?</p> <p>What are the continents of the world?</p> <p>What makes one place different from another?</p> <p>What physical and human features help people locate places?</p> <p>What are the major oceans of the world?</p> <p>What major landforms help shape the world?</p>
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Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study

(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction (In what month(s) will you teach this unit?)	ELA Connection	Big Idea(s) (A Big Idea is typically a noun and always transferable within and among content areas.)	Standard(s) Addressed (What Common Core Standard(s) and/or PA Standard(s) address this Big Idea?)	Enduring Understanding(s) (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	Essential Question(s) (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)	Common Assessment(s)* (What assessments will all teachers of this unit use to determine if students have answered the Essential Questions?)	Common Resource(s)* Used (What resources will all teachers of this unit use to help students understand the Big Ideas?)
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<p>1st 9 weeks</p>	<p>Summarize</p> <p>Analyze Illustrations</p> <p>Conclusions</p> <p>Infer/Predict</p> <p>Analyze/Evaluate</p> <p>Compare/Contrast</p> <p>Cause/Effect</p> <p>Domain-Specific Vocabulary</p> <p>Text/Graphic Features</p>	<p>Civics Citizenship</p>	<p>5.1.3.A: Explain the purposes of rules, laws, and consequences.</p> <p>5.1.3.B: Explain rules and laws for the classroom, school, and community.</p> <p>5.2.3.A: Identify personal rights and responsibilities.</p> <p>5.2.3.B: Identify the sources of conflict and disagreement and different ways conflict can be resolved.</p>	<p>Rules and laws keep order and ensure safety. Consequences occur when rules and laws are not followed.</p> <p>A classroom, school, and community have rules to keep order and ensure safety.</p> <p>Citizens have personal rights and responsibilities.</p> <p>We have many conflicts and disagreements and different ways to solve our problems.</p>	<p>What are the purposes of rules, laws, and consequences within the classroom, school, and community?</p> <p>What are the rules and laws within the classroom, school, and community?</p> <p>What are personal rights? How can a citizen show responsibility?</p> <p>What is a conflict? How can a conflict be resolved peacefully?</p>		<p><u>Social Studies Connection</u></p> <p>-Resource Officer Buckle and Gloria Peggy Rathmann -Type 1 Writing List 5 school rules you feel are the most important.</p> <p>-Resource What If Everybody Did That? Ellen Javernick -Cause/Effect -Rules</p> <p>-Resource We the Kids David Catrow (teacher read aloud) -Domain-Specific Vocabulary</p> <p>-Resource The Trial of Cardigan Jones T114 - Informational Text You Be the Jury T148</p>
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<p>2nd 9 weeks</p>	<p>Conclusions Infer/Predict Literal/ Nonliteral Meanings Cause/Effect Monitor/ Clarify Analyze Illustrations Main Idea and Details Summarize Text/Graphic Features Point of View Compare/ Contrast Analyze/ Evaluate Author's Purpose</p>	<p>Civics Community</p>	<p>5.1.3.C: Define the principles and ideals shaping local government.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <hr/> <p>5.1.3.F: Identify state symbols, national symbols, and national holidays.</p> <p>5.3.3.D: Identify positions of authority at school and community.</p>	<p>Citizens have rights, liberties, and responsibilities in our community.</p> <p>All citizens are equal before the law.</p> <p>Citizens understand that the government serves the community.</p> <p>We have a national and state flags, and we celebrate national holidays.</p> <p>There are several positions of authority in the school, community, state, and nation.</p>	<p>What are our rights, liberties, and responsibilities as a citizen in a community?</p> <p>What is a government in the community?</p> <p>What does our nation's flag look like? What does our state flag look like? What are the national holidays we celebrate?</p> <p>Who holds the positions of authority in our school and community?</p>		<p>-Resource If I Were President Catherine Stier -Main Idea/Details -Government</p> <p>-Resource O, Say Can You See? Sheila Keenan -Main Idea/Details -Text/Graphic Features -Patriotic Symbols</p> <p>-Resource K Is for Keystone: A Pennsylvania Alphabet Kristen Kane -Main Idea/Details</p> <p>-Required *Washington County Performance Task</p>
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<p>3rd 9 weeks</p>	<p>Infer/Predict Formal/ Informal Language Monitor/ Clarify Conclusions Point of View Text/Graphic Features Domain- Specific Vocabulary Summarize Main Idea and Details Literal/ Nonliteral Meanings</p>	<p>Geography</p>	<p>7.1.3.A: Identify how basic geographic tools are used to organize and interpret information about people, places and environment.</p> <p>7.1.3.B: Identify and locate places and regions as defined by physical and human features.</p> <p>7.2.3.A: Identify the physical characteristics of places and regions.</p>	<p>Basic geographic tools are used to organize and interpret information about people, places and environment.</p> <p>The world is made up of 7 continents.</p> <p>There are 4 oceans that help make up the world.</p> <p>There are major landforms that help shape the world. Example: mountains, valleys, volcanoes, mesas, deserts, etc.</p>	<p>How are basic geographic tools used to organize and interpret information about people, places and environment?</p> <p>What physical and human features help people locate places?</p> <p>What are the oceans and continents of the world?</p> <p>What major landforms help shape the world?</p>		<p>-Resource The Scrambled States of America Laurie Keller -Geography</p> <p>-Resource If America Were a Village David J. Smith -Geography -Cultures</p> <p>-Resources Google Earth BrainPop Jr. Fast Land Changes Landforms BrainPop Mount Everest Mountains North Pole South Pole</p> <p>-Required *Map Performance Task</p>
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<p>4th 9 weeks</p>	<p>Monitor/ Clarify</p> <p>Point of View</p> <p>Compare and Contrast</p> <p>Analyze/ Evaluate</p> <p>Formal/ Informal Language</p> <p>Author's Purpose</p> <p>Questioning</p> <p>Analyze Illustrations</p> <p>Text/Graphic Features</p> <p>Infer/Predict</p> <p>Main Ideas/ Details</p>	<p>Economics</p>	<p>6.1.3.A: Define scarcity and identify examples of resources, wants, and needs.</p> <p>6.1.3.C: Explain what is given up when making a choice.</p> <p>6.1.3.D: Identify reasons why people make a choice.</p> <p>6.2.3.A: Identify goods, services, consumers, and producers in the local community.</p> <p>6.2.3.B: Identify competing sellers in the local market.</p> <p>6.2.3.C: Identify types of advertising designed to influence personal choice.</p>	<p>Limited resources and unlimited wants require choices. We must choose between a need and a want.</p> <p>Making choices causes consequences.</p> <p>People make choices for various reasons.</p> <p>Producers provide consumers in the community with goods and services.</p> <p>Sellers often compete for customers.</p> <p>Advertising on television, in magazines, and on social media influence our personal choices.</p>	<p>What is scarcity? What are resources? What is the difference between a need and a want?</p> <p>What is given up when making a choice?</p> <p>What causes people to make a choice? How does making good choices affect personal consequences?</p> <p>Who are producers and consumers? What are goods and services?</p> <p>Where do we shop? Why do we shop there?</p> <p>What are different types of advertising? How do they influence our choices?</p>		<p>-Resource Those Shoes Maribeth Boelts</p> <p>-Understanding Characters</p> <p>-Story Message</p> <p>-Economics</p> <p>-Create a t-chart of wants in the story verses basic needs</p> <p>-Analyze the chart</p> <p>-Type 2 Writing</p> <p>What is the difference between a need and want?</p> <p>-Resource The Lemonade War Jacqueline Davies (teacher read aloud)</p> <p>-Understanding Characters</p> <p>-Point of view</p> <p>-Analyze/Evaluate</p> <p>-Economics</p>
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