

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

Grade 3 Social Studies

Course # 23

Length of Period (mins.) 40

Periods per week: 3

Length of course: 1.0

Adopted: 4/25/05

Developed by:

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Description of Course

Course Title:

Grade 3 Social Studies - # 23

Goals:

- To experience and participate in the democratic process in the school and in the community in order to become responsible citizens
- To analyze and evaluate important historical documents, describe current events, and predict future trends
- To gain an understanding of the history, geography, government, and economic development of Lehigh County
- To develop a basic working knowledge of maps and globes
- To recognize PA's important role in United States history

Text:

Communities, Houghton Mifflin, 2005

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Social Studies
K – 5 Units

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
School/Civics	People Everywhere	Places Near and Far	Communities and Geography	Regions	Exploration and Settlement
Family	Where We Live	Our Country Long Ago	America's Early Communities	The East	American Revolution
Economics	The World of Work	America at Work	People Move From Place to Place	The South	A New Nation
Geography/Map and Globe Skills	Everything Changes		Community Government	The Midwest	Citizenship
Citizenship	Good Citizens		Making Economic Choices	The West	Economics
Holidays/Current Events				Pennsylvania Geography	
				Pennsylvania: Founding and Development from beginning to 1824	

Unit	Num	Objective	Level	Content	Evaluation	Standard
Communities and Geography	1	Students will identify the unique characteristics and human features of PA and its surrounding states.	A	<ul style="list-style-type: none"> Class discussion – components of culture (immigration, languages, and customs) Trade books – types of early settlements; current settlements, including villages, towns, suburbs, and metropolitan cities 	<ul style="list-style-type: none"> Evaluation of discussion 	7.1.3 B 7.7.3 C
	2	Students will identify the political units of the local area (e.g. townships, boroughs, municipalities).	A	<ul style="list-style-type: none"> Oral and written activities Class discussion 	<ul style="list-style-type: none"> Questioning 	7.3.3 E
	3	Students will explain why government and rules and laws are necessary in the classroom, school, community, state, and nation.	L	<ul style="list-style-type: none"> Student created essay Student participation in designing classroom rules 	<ul style="list-style-type: none"> Observation Rubric 	5.1.3 I 5.1.3 B
	4	Students will define the principles and ideals for shaping a new nation, including patriotism, liberty, rule of law, leadership, and citizenship.	A	<ul style="list-style-type: none"> Class discussion of the Pledge of Allegiance Trade books 	<ul style="list-style-type: none"> Observation 	5.1.3 C
	5	Students will identify individuals in positions of authority within the school and classroom community.	L	<ul style="list-style-type: none"> Beginning of the year activities Class discussion 	<ul style="list-style-type: none"> Observation 	5.2.3 D
	6	Students will define the rights and responsibilities of citizenship.	A	<ul style="list-style-type: none"> Class discussion of political rights, e.g. the right to vote, and economic rights, e.g. the right to own a business or property 	<ul style="list-style-type: none"> Observation 	5.2.3 A
	7	Students will identify the physical characteristics of Lehigh County (e.g. landforms, rivers, bodies of water).	L	<ul style="list-style-type: none"> Hands-on activities, e.g. labeling maps, making a topographic map Lehigh County booklet Teacher-directed activities 	<ul style="list-style-type: none"> Observation Test 	7.1.3 B 7.2.3 A
	8	Students will identify the region's unified geographic characteristics, weather, and climate.	L	<ul style="list-style-type: none"> Oral and written activities Class discussion Location: Northeast Region Lehigh County is located between the Atlantic Coastal Plain and the Appalachian Mountains 	<ul style="list-style-type: none"> Observation 	7.2.3 A 7.2.3 B
	9	Students will identify natural resources of the local area, including renewable (e.g. vegetables), nonrenewable (e.g. oil), and flow resources (e.g. wind and sunlight).	L	<ul style="list-style-type: none"> Lehigh County booklet Oral and written activities Student created project 	<ul style="list-style-type: none"> Observation Test 	6.4.3 D 7.3.3 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
	10	Students will describe the impact that physical systems have on people in the local area.	A	<ul style="list-style-type: none"> Class discussion about the impact of soil quality, snowfall, droughts, weather, and flooding related to our local area Weather unit in Science and Reading 	<ul style="list-style-type: none"> Evaluation of discussion Observation 	7.4.3 A
	11	Students will describe the impact that human systems have on the local area.	A	<ul style="list-style-type: none"> Class discussion of pollution, water and air quality, land use, and reduction/extinction of species Earth Day activities 	<ul style="list-style-type: none"> Evaluation of discussion Observation 	7.4.3 B
	12	Students will explain the relationship between the earth and the sun, in relation to seasons, length of day, weather, and climate.	L	<ul style="list-style-type: none"> Teacher created packet Role playing (revolution, rotation, inclination) Science Unit: Cycles on Earth & Space Field trip to the planetarium 	<ul style="list-style-type: none"> Observation Test 	7.2.3 B
	13	Students will identify the earth's physical systems (e.g. lithosphere, hydrosphere, atmosphere, biosphere).	A	<ul style="list-style-type: none"> Trade books Label a diagram 	<ul style="list-style-type: none"> Observation 	7.2.3 A
	14	Students will name and label the continents and oceans on a world map.	L	<ul style="list-style-type: none"> Atlas activities Teacher created packet 	<ul style="list-style-type: none"> Test Observation 	7.1.3 B
	15	Students will identify and locate major landforms, rivers, and lakes in North America.	L	<ul style="list-style-type: none"> Atlas activities Trade books Labeling maps Research project 	<ul style="list-style-type: none"> Observation Project rubric 	7.1.3 B
	16	Students will demonstrate uses of geographic tools.	L	<ul style="list-style-type: none"> Hands-on activities, e.g. sketching maps, using globes, interpreting graphs and diagrams, and viewing photographs Cardinal and intermediate directions (N, S, E, W, NE, SE, NW, SW) Teacher created packet 	<ul style="list-style-type: none"> Observation Test 	7.1.3 A
	17	Students will interpret and apply visual data from maps, globes, and tables.	L	<ul style="list-style-type: none"> Practice and application activities, such as, mathematical problem solving and interpretation of data from graphs and tables 	<ul style="list-style-type: none"> Test Assessment of Graphing chapter in Harcourt Math 	8.1.3 B
	18	Students will identify historic sites and material artifacts which are important to world history.	A	<ul style="list-style-type: none"> Research project and presentations relating to the continents (e.g. Africa – the pyramids, Europe – the Coliseum) 	<ul style="list-style-type: none"> Rubric 	8.4.3 B
	19	Students will describe how the world	A	<ul style="list-style-type: none"> Atlas activities 	<ul style="list-style-type: none"> Observation 	5.4.3 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
		is divided into various political units.				
	20	Students will identify the effects of natural disasters (e.g. earthquakes, floods, hurricanes, tornadoes).	L	<ul style="list-style-type: none"> • Technology • Videos • Trade books • Disasters unit and Weather unit in the reading series • Research report of disasters • Use of multi-media center at EHS 	<ul style="list-style-type: none"> • Observation • Writing rubric 	7.2.3 B
America's Early Communities	21	Students will identify conflicts and cooperation among social groups in PA history.	A	<ul style="list-style-type: none"> • Discussion of immigrants pertinent to our area (e.g. Quakers, Moravians, and Amish) • Trade books 	<ul style="list-style-type: none"> • Evaluation of discussion 	8.3.3 D
	22	Students will identify the types of early settlements in Lehigh County (e.g. Lenni Lanape).	L	<ul style="list-style-type: none"> • Lehigh County booklet • Oral and written activities • Optional field trip (Claussville Schoolhouse, Troxell-Steckel House, Trout Hall) 	<ul style="list-style-type: none"> • Observation • Questioning 	7.1.3 A 7.3.3 C
	23	Students will understand chronological thinking and distinguish between past, present, and future time.	A	<ul style="list-style-type: none"> • Create time lines of events important to our local area 	<ul style="list-style-type: none"> • Observation 	8.1.3 A
	24	Students will identify the document and the framers of the document which created the United States of America.	L	<ul style="list-style-type: none"> • Teacher created activities • Audio tape of the Preamble of the Constitution (framers- 55 delegates, including, Governor Morris, Thomas Jefferson, James Madison) • Constitution Day activities – Sept. 17 	<ul style="list-style-type: none"> • Observation 	5.1.3 H
	25	Students will identify how customs and traditions influence governments.	A	<ul style="list-style-type: none"> • Class discussion of how customs and traditions influence government holidays • Discussion of equal rights 	<ul style="list-style-type: none"> • Observation 	5.4.3 A
	26	Students will identify official symbols of the Commonwealth of Pennsylvania.	L	<ul style="list-style-type: none"> • State information – identify state tree, bird, dog, and insect • Internet sites for the Commonwealth of PA 	<ul style="list-style-type: none"> • Student created illustrations 	5.1.3 K
	27	Students will locate and identify Philadelphia as a historically significant city.	L	<ul style="list-style-type: none"> • Maps / trade books • Documents written in Philadelphia: The Declaration of Independence, the Constitution, and Bill of Rights • The birth of a new nation is why the “Keystone” is the symbol of PA. 	<ul style="list-style-type: none"> • Test 	7.1.3 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
	28	Students will identify and describe artifacts and architecture in Philadelphia which are historically significant.	L	<ul style="list-style-type: none"> • Video • Field trip • Trade books • Independence Hall / Liberty Bell 	<ul style="list-style-type: none"> • Test 	8.2.3 B
	29	Students will describe the political and cultural contributions of William Penn, Benjamin Franklin, and Richard Allen.	L	<ul style="list-style-type: none"> • Class Discussion • Biographies • Student created projects 	<ul style="list-style-type: none"> • Evaluation of discussion • Rubric 	8.2.3 A
	30	Students will identify and describe how continuity and change have influenced Pennsylvania history.	A	<ul style="list-style-type: none"> • Class discussion of innovations (Ben Franklin), politics, and social organization of families and communities. 	<ul style="list-style-type: none"> • Evaluation of discussion 	8.2.3 C
	31	Students will understand historical research of an event (e.g. the signing of the Declaration of Independence at Independence Hall).	L	<ul style="list-style-type: none"> • Video • Internet research project • Trade books • Reference books • Field trip 	<ul style="list-style-type: none"> • Observation • Test 	8.1.3 D
	32	Students will understand historical research.	A	<ul style="list-style-type: none"> • Use of primary and secondary resources to explore facts, folklore, and fiction related to the local area • Story telling • Field trips 	<ul style="list-style-type: none"> • Observation 	8.1.3 B 8.1.3 C 8.1.3 D 8.1.3 E
	33	Students will identify individuals/groups that have made significant political or cultural contributions to world history.	A	<ul style="list-style-type: none"> • Biography study of people who are significant to world history (e.g. Nelson Mandela, Julius Caesar) • Student created projects 	<ul style="list-style-type: none"> • Observation • Rubric 	8.4.3 B
	34	Students will name political leaders, including, the President of the United States and the Governor of PA..	L	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Test 	5.3.3 H
	35	Students will define the principles and ideals for shaping a new nation, including patriotism, liberty, rule of law, leadership, and citizenship.	A	<ul style="list-style-type: none"> • Class discussion of the Pledge of Allegiance • Trade books 	<ul style="list-style-type: none"> • Observation 	5.1.3 C
	36	Students will identify natural resources of the local area, including renewable (e.g. vegetables), nonrenewable (e.g. oil), and flow resources (e.g. wind and sunlight).	L	<ul style="list-style-type: none"> • Lehigh County booklet • Oral and written activities • Student created project 	<ul style="list-style-type: none"> • Observation • Test 	6.4.3 D 7.3.3 D
	37	Students will identify the document which created Pennsylvania and the framers who created it.	L	<ul style="list-style-type: none"> • Charter of 1681/Penn’s Charter • PA Declaration of Rights • Trade books 	<ul style="list-style-type: none"> • Test 	5.1.3 D 5.1.3 H

Unit	Num	Objective	Level	Content	Evaluation	Standard
				<ul style="list-style-type: none"> Class discussion 		
	38	Students will identify the states surrounding Pennsylvania.	L	<ul style="list-style-type: none"> Atlas activities Label a map of states surrounding PA (Delaware, Maryland, New Jersey, New York, Ohio, and West Virginia) 	<ul style="list-style-type: none"> Test Label a map 	7.1.3 B
	39	Students will locate Lehigh County and its major city (Allentown) on a map of Pennsylvania and the United States.	L	<ul style="list-style-type: none"> Lehigh County booklet Map/atlas activities 	<ul style="list-style-type: none"> Observation Test 	7.1.3 B
	40	Students will identify the human characteristics of Lehigh County (e.g. ethnic origins of early settlers, customs, and culture).	L	<ul style="list-style-type: none"> Lehigh County booklet Oral and written activities Optional field trip (Troxell-Steckel House, Trout Hall) 	<ul style="list-style-type: none"> Observation 	7.3.3 B
	41	Students will define entrepreneurship and identify the contributions of local entrepreneurs.	L	<ul style="list-style-type: none"> Lehigh County Historical Society’s video of Harry Trexler Class discussion Research project Biography study Optional field trip (Lehigh County Museum) 	<ul style="list-style-type: none"> Questioning Test Rubric 	6.5.3 F 8.2.3 A
People Move From Place to Place	42	Students will identify factors which affected where early people settled in our region.	L	<ul style="list-style-type: none"> Discussion of water resources and transportation opportunities Trade books 	<ul style="list-style-type: none"> Test 	7.3.3 C
	43	Students will describe the factors which affected where people settled in Lehigh County (e.g. water resources and transportation).	A	<ul style="list-style-type: none"> Lehigh County booklet Teacher created materials Class discussion Optional field trip (Haines Mill) 	<ul style="list-style-type: none"> Questioning 	7.3.3 C
	44	Students will compare and contrast economic activities of early settlers with current employment opportunities in Lehigh County.	A	<ul style="list-style-type: none"> Venn Diagram Lehigh County project of local businesses 	<ul style="list-style-type: none"> Rubric Observation 	6.1.3 C 6.5.3 B 7.4.3 D 8.2.3 D 8.3.3 D
	45	Students will identify historic sites and material artifacts which are important to world history.	A	<ul style="list-style-type: none"> Research project and presentations relating to the continents (e.g. Africa – the pyramids, Europe – the Coliseum) 	<ul style="list-style-type: none"> Rubric 	8.4.3 B
Community Government	46	Students will identify sources of conflict and ways to resolve issues.	L	<ul style="list-style-type: none"> Guidance lessons relating to compromise and conflict resolution. Student created essays 	<ul style="list-style-type: none"> Observation Rubric 	5.2.3 C
	47	Students will describe the purpose of a	A	<ul style="list-style-type: none"> Class discussion 	<ul style="list-style-type: none"> Observation 	5.1.3 A

Unit	Num	Objective	Level	Content	Evaluation	Standard
		government.		<ul style="list-style-type: none"> • Trade books 	<ul style="list-style-type: none"> • Test 	
	48	Students will identify and define the roles of the three branches of government (legislative, judicial, executive).	L	<ul style="list-style-type: none"> • Role play • Label a diagram • Video • Class discussion 	<ul style="list-style-type: none"> • Observation • Test 	5.3.3 B
	49	Students will describe the election process and identify who is responsible for making local laws.	L	<ul style="list-style-type: none"> • Role play • Discussion of the election process • Class election 	<ul style="list-style-type: none"> • Observation 	5.3.3 A 5.3.3 F
	50	Students will explain the importance of being treated fairly.	L	<ul style="list-style-type: none"> • Class discussion relating to Abraham Lincoln, Martin Luther King, Jr., and Rosa Parks • Student created essay 	<ul style="list-style-type: none"> • Observation • Rubric 	5.3.3 G
	51	Students will identify ways courts resolve conflicts involving principles and ideals of government.	A	<ul style="list-style-type: none"> • Guest speakers • Use of newspaper articles relating to court cases 	<ul style="list-style-type: none"> • Observation 	5.1.3 L
	52	Students will describe ways people can influence the decisions and actions of government.	A	<ul style="list-style-type: none"> • Discussion of boycotts and protests, related to Martin Luther King, Jr. and Rosa Parks • Writing letters to a Congress member 	<ul style="list-style-type: none"> • Observation 	5.2.3 E
	53	Students will explain the benefits of following rules and laws, and the consequence of violating them.	L	<ul style="list-style-type: none"> • Class discussion • School incentive programs • Guidance lessons 	<ul style="list-style-type: none"> • Observation • Test 	5.2.3 F
	54	Students will identify ways in which countries interact with the United States (e.g. interdependence).	A	<ul style="list-style-type: none"> • Discussion of imports and exports and the role of the United Nations • Discussion of treaties among nations 	<ul style="list-style-type: none"> • Observation 	5.4.3 C 5.4.3 D
	55	Students will define ways in which nations work together to solve problems.	A	<ul style="list-style-type: none"> • Current events • Discussion of relief efforts relating to natural disasters 	<ul style="list-style-type: none"> • Observation 	5.4.3 E
	56	Students will identify individuals/groups that have made significant political or cultural contributions to world history.	A	<ul style="list-style-type: none"> • Biography study of people who are significant to world history (e.g. Nelson Mandela, Julius Caesar) • Student created projects 	<ul style="list-style-type: none"> • Observation • Rubric 	8.4.3 B
Making Economic Choices	57	Students will identify local geographic patterns of economic activities.	A	<ul style="list-style-type: none"> • Lehigh County project • Explore agriculture, travel and tourism sites, manufacturing, and health services of the local area. 	<ul style="list-style-type: none"> • Rubric • Observation 	6.4.3 G
	58	Students will compare and contrast	A	<ul style="list-style-type: none"> • Trade books 	<ul style="list-style-type: none"> • Observation 	6.2.3 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
		means of payment (e.g. monetary systems, bartering).		<ul style="list-style-type: none"> • Guest speaker • Exploration of different types of money from around the world 		6.4.3 B
	59	Students will identify cost of items.	A	<ul style="list-style-type: none"> • Class discussion • Student created projects 	<ul style="list-style-type: none"> • Observation 	6.2.3 F
	60	Students will define the wants of different people.	A	<ul style="list-style-type: none"> • Class discussion • Student created essay 	<ul style="list-style-type: none"> • Observation • Rubric 	6.3.3 B
	61	Students will explain what is given up when making a choice, and how self-interest influences choices.	A	<ul style="list-style-type: none"> • Class discussion • Student created essay 	<ul style="list-style-type: none"> • Observation • Rubric 	6.3.3 E 6.3.3 F
	62	Students will define specialization and identify examples of interdependence.	A	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Test 	6.4.3 C
	63	Students will explain why people work to get goods and services.	L	<ul style="list-style-type: none"> • Class discussion • Student created essay 	<ul style="list-style-type: none"> • Observation • Rubric 	6.5.3 A
	64	Students will identify examples of assets.	A	<ul style="list-style-type: none"> • Class discussion of tangible items, e.g. houses, cars, jewelry • Locate financial section of the newspaper to discuss stocks and bonds 	<ul style="list-style-type: none"> • Observation 	6.5.3 E
	65	Students will describe why some products are locally produced while others are not.	A	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Questioning • Evaluation of discussion 	6.4.3 F 6.1.3 C
	66	Students will identify ways local businesses compete to gain consumers.	A	<ul style="list-style-type: none"> • Advertisements – student created posters • Class discussion 	<ul style="list-style-type: none"> • Evaluation of discussion • Writing rubric 	6.2.3 B
	67	Students will identify natural resources of the local area, including renewable (e.g. vegetables), nonrenewable (e.g. oil), and flow resources (e.g. wind and sunlight).	L	<ul style="list-style-type: none"> • Lehigh County booklet • Oral and written activities • Student created project 	<ul style="list-style-type: none"> • Observation • Test 	6.4.3 D 7.3.3 D