

Tunkhannock Area School District
Grade 3_Social Studies
Curriculum Map

Principles and Documents of Government

Targeted Standard(s): Common Core

5.1.3 PRINCIPLES and DOCUMENTS of GOVERNMENT

- Explain the purposes of rules, laws, and consequences
- Explain the purposes of rules and laws the home, classroom and community
- Define the principles and ideals shaping local government (liberty, democracy, justice, equality)
- Identify key ideas about government found in significant documents (Declaration of independence, United States Constitution, Bill of Rights, Pennsylvania Constitution)
- Identify the rights of an American citizen
- Identify state symbols, national symbols, and national holidays

PA Common Core English Language Arts Standards

- **CC.1.1.3.E** Read with accuracy and fluency to support comprehension.
- **CC.1.2.3.A** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **CC.1.2.3.B** Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- **CC.1.2.3.C** Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
- **CC.1.2.3.E** Use text features and search tools to locate and interpret information.
- **CC.1.2.3.F** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
- **CC.1.2.3.G** Use information gained from text features to demonstrate understanding of a text.
- **CC.1.2.3.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- **CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.**
- **CC.1.4.3.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.3.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
- **CC.1.4.3.W** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **CC.1.5.3.C** Ask and answer questions about information from a speaker, offering appropriate detail.
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Enduring Understandings:

- This is a necessary for understanding classroom, school, community, state, and national rules.

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Essential Questions:

- What is government and its purpose?
- What influential events play a part in our society?

Core Content/Objectives		Instructional Actions	
Concepts	Competencies	Activities/Strategies	Assessment
What students will know	What students will be able to do	Learning Activities/Differentiation Interdisciplinary Connections	How Learning Will Be Assessed
<ul style="list-style-type: none"> • Identify the visible roles that government services • Identify the purposes of rules and laws and their importance in the classroom, school, community, state and nation • Define the principles and ideals shaping government: liberty and equality • Identify key ideas of significant documents of governments: Bill of Rights, Declaration of Independence • Explain the importance of respect for the property and the opinions of others • Identify state and national symbols 	<ul style="list-style-type: none"> • Explain why rules are necessary to keep a community safe. • Explain that governments are visible in a community through making laws, enforcing laws, gathering taxes and providing services for the common good. • Explain citizenship, diversity of people and ideas, common good, leadership and patriotism. • Discuss how symbols are important and their meaning. • Discuss the different branches and levels of government. 	<p>The teacher may:</p> <ul style="list-style-type: none"> • Make a list of classroom rules. • Salute the flag and discuss the Pledge of Allegiance. • Webbing the governmental roles of the community and each of their jobs. • Research MLK Jr. and make personal connection to his dream • See Appendix A Attachment: Houghton Mifflin Journeys Connections/Standards • Writing Extension Activity: Implementation of John Collins Writing Strategies 	<ul style="list-style-type: none"> • Vocabulary Quiz • Chapter Test • Hands on projects • Participation • Observation • Researching

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<ul style="list-style-type: none">• Identify national holidays		<ul style="list-style-type: none">• Online Extension Activity: http://hmhinthenews.com/• Discovery Education video: "Citizen's Rule: Our Founding Documents"	
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Materials/Resources/Technology
<ul style="list-style-type: none">• Text book• Resource book• Webbing Outline• Computer/Internet• Test and Quizzes

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Rights and Responsibilities of Citizenship

Targeted Standard(s): Common Core

5.2.3 RIGHTS and RESPONSIBILITIES of CITIZENSHIP

- Identify personal rights and responsibilities
- Identify sources of conflict and disagreement and different ways conflicts can be solved
- Identify leadership and public service opportunities in the school, community, state, and nation
- Describe how citizens participate in school and community activities

PA Common Core English Language Arts Standards

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Enduring Understandings:

- These are rights and responsibilities of citizenship.

Essential Questions:

- What is the election process?
- What strategies are used for conflict resolution?

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- How do you promote anti-bullying in your classroom, school, and community?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How learning will be assessed
<ul style="list-style-type: none"> • Identify examples of the rights and responsibilities of citizenship in the community • Identify sources of conflict and disagreement and different ways conflicts can be resolved • Identify the importance of political leadership and public service in the school, community, state and nation • Describe ways citizens can influence the decisions and actions of government • Explain the benefits of following rules and laws and the consequences of violating them • Identify ways to participate in government and civic life 	<ul style="list-style-type: none"> • Discuss the importance of voting and petitions. • Describe personal responsibilities in the community such as following the laws such as bicycle safety, recycling, and wearing a seatbelt. • Discuss ways to solve problems and disagreements. • Describe ways to be a leader/role model in the classroom and community. • Participate in a classroom election. • Participate in anti-bullying initiatives 	<p>The teacher may:</p> <ul style="list-style-type: none"> • Conduct a mock election. • Hold classroom meeting to discuss how to resolve problems. • Lessons provided by Guidance Department • Create authentic experiences for student to practice being leaders in the community. • Institute a school-wide food drive. • Incorporate anti-bullying initiatives into the classroom (Schoolwide Positive Behavior Program). 	<ul style="list-style-type: none"> • Vocabulary Quiz • Chapter Test • Hands on projects • Participation • Observation • Researching

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		<ul style="list-style-type: none">• See Appendix A Attachment: Houghton Mifflin Journeys Connections/Standards• Writing Extension Activity: Implementation of John Collins Writing Strategies• Online Extension Activity: http://hmhinthenews.com/	
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Materials/Resources/Technology
<ul style="list-style-type: none">• Text book• Computer/Internet• Test and Quizzes• Election ballots and booth• Bully Pledge

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How Government Works

Targeted Standard(s): Common Core

5.3.3 HOW GOVERNMENT WORKS

- Identify the role of the three branches of government
- Identify how laws are made in the local community
- C.. Identify services performed by the local governments
- Identify positions of authority at school and community
- Explain the purpose of elections
- Explain how an action may be just or unjust
- Identify individual interests and explain ways to influence others
- Explain how media can impact government
- Explain the role of taxes in operating government
- Identify key ideals of the form of government practiced in the United States

PA Common Core English Language Arts Standards

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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • A properly functioning government is vital to the community.
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Who are school, local, state, and national leaders? • What are the different forms/branches of government? • How do laws and rules affect each citizen?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How learning will be assessed
<ul style="list-style-type: none"> • Identify reasons for rules and laws in the school and community • Identify services performed by the local, state and national governments • Identify positions of authority at school and in local, state and national governments • Explain what an election is • Explain why being treated fairly is important 	<ul style="list-style-type: none"> • Identify services provided by government such as law enforcement, firefighters, hospitals and education. • Explain the roles of the principal, mayor, governor and president. • Hold a mock election. • Discuss the importance of treating others fairly. • Discuss how advertising and media influences people. • Discuss how a classroom is governed like a community. 	<p>The teacher may:</p> <ul style="list-style-type: none"> • Invite local figures (law enforcement, fire fighters, etc.) to speak to the children about their roles in the community. • Invite the guidance counselor(s) to class to discuss what it means to treat others fairly. • Students will create various types of advertising and discuss how people are influenced by such advertising. 	<ul style="list-style-type: none"> • Vocabulary Quiz • Chapter Test • Hands on projects • Participation • Observation • Researching

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<ul style="list-style-type: none"> Name the three branches of government and their responsibilities 		<ul style="list-style-type: none"> Students will create a tree that represents the branches and jobs of government. See Appendix A Attachment: Houghton Mifflin Journeys Connections/Standards Writing Extension Activity: Implementation of John Collins Writing Strategies Online Extension Activity: http://hmhinthenews.com/ 	
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Materials/Resources/Technology
<ul style="list-style-type: none"> Text book Local community members Art supplies Guidance Counselor Test and Quizzes

Scarcity of Choice

Targeted Standard(s): Common Core

6.1.3 SCARCITY of CHOICE

- Define scarcity and identify examples of resources, wants, and needs
- Identify needs and wants of people. (Identify and define natural, human, and capital resources)
- Explain what is given up making a choice
- Identify reasons why people make a choice

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Enduring Understandings:

- Natural Resources are limited and must be used wisely.

Essential Questions:

- What are the natural resources?

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- What is the difference between needs and wants?
- How does personal choice affect the outcome?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How learning will be assessed
<ul style="list-style-type: none"> • Define scarcity and identify limited resources • Identify and define wants and needs of different people in relation to limited resources • Identify natural resources, their importance, and use. 	<ul style="list-style-type: none"> • Discuss scarcity and list various limited resources. • Describe the difference between wants and needs. • Discuss how personal choice influences the decision to buy certain items. • Understand the value and give examples of natural resources. 	<p>The teacher may:</p> <ul style="list-style-type: none"> • Read books about scarcity and various limited resources. • Provide opportunities for learners to gain insight into making wise decisions regarding needs and wants. • Use graphic organizers to identify wants and needs. • Identify natural resources and their use by creating an authentic experience as that resource. • See Appendix A Attachment: Houghton Mifflin Journeys Connections/Standards • Writing Extension Activity: 	<ul style="list-style-type: none"> • Vocabulary Quiz • Chapter Test • Hands on projects • Participation • Observation • Researching

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		Implementation of John Collins Writing Strategies	
		<ul style="list-style-type: none">• Online Extension Activity: http://hmhinthenews.com/	

Materials/Resources/Technology
<ul style="list-style-type: none">• Text book• Resource book• Pictures of various items• Graphic Organizer• Tests and Quizzes

Markets and the Functions of Governments

Targeted Standard(s): Common Core

6.2.3 Markets and the Functions of Governments

- Define and identify goods, services, consumers and producers in the local community
- Identify competing sellers in the local market
- Identify types of advertising designed to influence choice
- Demonstrate the importance of money in everyday life
- Describe the effect of the local businesses opening and closing
- Identify private economics institutions
- Identify characteristics of the local economy

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Enduring Understandings:

- Understand the importance of consumers, producers, and how they operate.

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Essential Questions:

- What are goods and services?
- How do countries assist each other?
- Who are consumers and producers?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How learning will be assessed
<ul style="list-style-type: none"> • Define goods, services, consumers, and producers. • Analyze how advertising influences people’s choice of products. • Explain how countries depend on one another economically. 	<ul style="list-style-type: none"> • Compare and contrast good and services; consumers and producers. • Distinguish between different products. • Discuss the difference between bartering, trade centers, and the actual use of money. 	<p>The Teacher may:</p> <ul style="list-style-type: none"> • Provide a Venn Diagram • Obtain different brands of a certain product to analyze • See Appendix A Attachment: Houghton Mifflin Journeys Connections/Standards • Writing Extension Activity: Implementation of John Collins Writing Strategies • Online Extension Activity: http://hmhinthenews.com/ 	<ul style="list-style-type: none"> • Vocabulary Quiz • Chapter Test • Hands on projects • Participation • Observation • Researching

Tunkhannock Area School District
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Materials/Resources/Technology

- Text book
- Computer/Internet
- Venn Diagram
- Product of choice in various brands
- Tests and Quizzes

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Functions of Government

Targeted Standard(s): Common Core

6.3.3 Functions of Government

- Identify goods and services provided by the government
- Identify examples of government involvement in local economic activities
- Define tax and explain the relationship between taxation and government services
- Describe how government is important to the economic system

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Enduring Understandings:

- Understand the role and effect of government in the life of every citizen
- Understand the importance of money and need to budget it

Essential Questions:

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- Why role does money have in our everyday life?
- What goods and services do we need that are provided by the government?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How learning will be assessed
<ul style="list-style-type: none"> • Define vocabulary term- taxes • Identify goods and services provided by the government • Explain government involvement in our economy 	<ul style="list-style-type: none"> • Discuss the concept of taxation • Name examples of goods and services provided by the government (fire department, library, parks, school) • Recognize government involvement in areas like budget and finances of our economy 	<p>The teacher may:</p> <ul style="list-style-type: none"> • Create classroom shopping experience when reviewing money concept and add tax to their purchase • Use graphic organizers to identify goods and services provided by government • Discovery Education video: "Economy in and between Communities" • See Appendix A Attachment: Houghton Mifflin Journeys Connections/Standards • Writing Extension Activity: Implementation of John Collins Writing Strategies 	<ul style="list-style-type: none"> • Vocabulary Quiz • Chapter Test • Hands on projects • Participation • Observation • Researching

Tunkhannock Area School District
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		<ul style="list-style-type: none">• Online Extension Activity: http://hmhinthenews.com/	
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Materials/Resources/Technology
<ul style="list-style-type: none">• Text books• Resource books• Pictures of various items• Graphic Organizers• Tests and Quizzes

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Economic Interdependence

Targeted Standard(s): Common Core

6.4 ECONOMIC INTERDEPENDENCE

- Identify local examples of specialization and division of labor
- Identify examples of trade, imports, and exports in the local community
- Identify different organizations that are part of the economic system(banks, small business, big corporations)
- Describe how government is important to the economic system

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Enduring Understandings:

- Goods, services, products and resources from all over the world can be traded.

Essential Questions:

- What is the process of trade?
- Why to people trade with others?

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- What products/resources does our local area produce?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How learning will be assessed
<ul style="list-style-type: none"> • Explain the process of Trading • Explain why goods, services and resources come from all over the nation and the world or are produced locally • Explain local organizations that make an impact on our economy 	<ul style="list-style-type: none"> • Discuss the process of trade between two people. • Describe why certain products cannot be produced locally. • Discuss local places/ businesses that affect our economy (banks, small business) 	<p>The teacher may:</p> <ul style="list-style-type: none"> • Read various resource books that discuss trade for goods and services. • Use graphic organizer to discuss which products are produced in our area and different part of the country. • Make a list of places/businesses that affect our economy locally • See Appendix A Attachment: Houghton Mifflin Journeys Connections/Standards • Writing Extension Activity: Implementation of John Collins Writing Strategies 	<ul style="list-style-type: none"> • Vocabulary Quiz • Chapter Test • Hands on projects • Participation • Observation • Researching

**Tunkhannock Area School District
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Curriculum Map**

		<ul style="list-style-type: none">• Online Extension Activity: http://hmhinthenews.com	
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Materials/Resources/Technology
<ul style="list-style-type: none">• Text book• Resource book• Pictures of goods• KWL chart• Tests and Quizzes

Tunkhannock Area School District
Grade 3_Social Studies
Curriculum Map

Income, Profit, and Wealth

Targeted Standard(s): Common Core

6.5.3 Income, Profit, and Wealth

- Explain why people work
- Explain the differences in earnings by those in different jobs
- Describe how different businesses meet the needs and wants of families
- Describe the result of spending savings
- Identify tangible and intangible assets
- Define entrepreneurship
- Define saving and explain why people save
- Identify the role of the banks in our local community

PA Common Core English Language Arts Standards

- **CC.1.1.3.E** Read with accuracy and fluency to support comprehension.
- **CC.1.2.3.A** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **CC.1.2.3.B** Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- **CC.1.2.3.C** Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
- **CC.1.2.3.E** Use text features and search tools to locate and interpret information.
- **CC.1.2.3.F** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
- **CC.1.2.3.G** Use information gained from text features to demonstrate understanding of a text.
- **CC.1.2.3.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- **CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.**
- **CC.1.4.3.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.3.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
- **CC.1.4.3.W** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **CC.1.5.3.C** Ask and answer questions about information from a speaker, offering appropriate detail.
- **CC.1.5.3.E** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Enduring Understandings:

Tunkhannock Area School District
Grade 3_Social Studies
Curriculum Map

- People choose their occupation for various reasons.
- Some businesses provide goods and some businesses provide services.
- Realize the value in saving and different ways to save.

Essential Questions:

- What are some goods and services that businesses provide?
- What are the benefits of saving?
- What is the difference in occupations and why would a certain job interest you?
- What do community helpers do to help you and the community?

Core Content/Objectives		Instructional Actions	
Concepts	Competencies	Activities/Strategies Learning	Assessment
What students will know	What students will be able to do	Activities/Differentiation Interdisciplinary Connections	How learning will be assessed
<ul style="list-style-type: none"> • Explain the various reasons why people work • Identify different occupations • Discuss different business that meet the needs and wants of individuals in our community • Define entrepreneurship • Define saving and explain why people save • Define tangible and intangible assets 	<ul style="list-style-type: none"> • List reasons why people work. • Explain the term allowance. • Match descriptions of work with the correct profession. • Identify community helpers that provide goods/services. • Explain what it means to be an entrepreneur • Explain what it means to save. • Explain what tangible and intangible assets are 	<p>The teacher may:</p> <ul style="list-style-type: none"> • Invite community helpers into the classroom to discuss their occupation. • Discuss/write about a profession of interest. • Create a piggy bank for students to practice saving for themselves • Make a list of tangible and intangible objects that students relate to 	<ul style="list-style-type: none"> • Vocabulary Quiz • Chapter Test • Hands on projects • Participation • Observation • Researching

Tunkhannock Area School District
Grade 3_Social Studies
Curriculum Map

		<ul style="list-style-type: none">• See Appendix A Attachment: Houghton Mifflin Journeys Connections/Standards• Writing Extension Activity: Implementation of John Collins Writing Strategies• Online Extension Activity: http://hmhinthenews.com/	
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Materials/Resources/Technology
<ul style="list-style-type: none">• Text book• Resource book• Community Helper• Piggy Bank

Tunkhannock Area School District
Grade 3_Social Studies
Curriculum Map

Basic Geography Literacy

Targeted Standard(s): Common Core

7.1.3 BASIC GEOGRAPHY LITERACY

- Identify how basic geographic tools are used to organize and interpret information about people, places, and environment
- Identify and locate places and regions as defined by physical and human features

PA Common Core English Language Arts Standards

- **CC.1.1.3.E** Read with accuracy and fluency to support comprehension.
- **CC.1.2.3.A** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **CC.1.2.3.B** Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- **CC.1.2.3.C** Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
- **CC.1.2.3.E** Use text features and search tools to locate and interpret information.
- **CC.1.2.3.F** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
- **CC.1.2.3.G** Use information gained from text features to demonstrate understanding of a text.
- **CC.1.2.3.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- **CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.**
- **CC.1.4.3.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.3.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
- **CC.1.4.3.W** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **CC.1.5.3.C** Ask and answer questions about information from a speaker, offering appropriate detail.
- **CC.1.5.3.E** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Enduring Understandings:

- Utilize tools like the map and globe to locate places.
- Locate the continents and major oceans on a map.

Essential Questions:

- Where are the seven continents and major oceans located?
- What are the important parts of a map?

**Tunkhannock Area School District
Grade 3_Social Studies
Curriculum Map**

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How learning will be assessed
<ul style="list-style-type: none"> • Identify the following geographic tools: maps, atlas, globe, map elements, diagrams, photographs, map keys and cardinal directions • Recognize and locate continents and oceans 	<ul style="list-style-type: none"> • Explain the characteristics and purposes of different geographic representations. • Use and make maps to identify and locate familiar places or objects within the neighborhood and community. • Distinguish and label continents and oceans on a world map. • Utilize map skills to locate various places on a map. • Acquire the ability to demonstrate knowledge of cardinal and intermediate directions, as well as map key skills. 	<p>The teacher may:</p> <ul style="list-style-type: none"> • Locate and label specific landforms, countries, and bodies of water on maps and globes. • Provide an opportunity to make authentic maps of their bedroom, and community. • Provide chalk so that students can create the compass rose on the black top. • See Appendix A Attachment: Houghton Mifflin Journeys Connections/Standards • Writing Extension Activity: Implementation of John Collins Writing Strategies • Online Extension Activity: http://hmhinthenews.com/ 	<ul style="list-style-type: none"> • Vocabulary Quiz • Chapter Test • Hands on projects • Participation • Observation • Researching

Tunkhannock Area School District
Grade 3_Social Studies
Curriculum Map

Materials/Resources/Technology

- Text book
- Art supplies
- Map
- Globe
- Tests and Quizzes

The Physical Characteristics of Places and Regions

Targeted Standard(s): Common Core

7.2.3 THE PHYSICAL CHARACTERISTICS of PLACES and REGIONS

- Identify physical characteristics of places and regions
- Identify the basic physical processes that affect the physical characteristics of places and regions

PA Common Core English Language Arts Standards

- **CC.1.1.3.E** Read with accuracy and fluency to support comprehension.
- **CC.1.2.3.A** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **CC.1.2.3.B** Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- **CC.1.2.3.C** Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
- **CC.1.2.3.E** Use text features and search tools to locate and interpret information.
- **CC.1.2.3.F** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
- **CC.1.2.3.G** Use information gained from text features to demonstrate understanding of a text.
- **CC.1.2.3.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- **CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.**
- **CC.1.4.3.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.3.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
- **CC.1.4.3.W** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **CC.1.5.3.C** Ask and answer questions about information from a speaker, offering appropriate detail.
- **CC.1.5.3.E** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Enduring Understandings:

- There are natural and human-made physical characteristics of places and processes that affect everyone.

Essential Questions:

- What is the difference between natural and human-made characteristics?
- What effects do physical events have on our environment?
- What are the characteristics of our environment?

**Tunkhannock Area School District
Grade 3_Social Studies
Curriculum Map**

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How learning will be assessed
<ul style="list-style-type: none"> Identify physical characteristics of places, noting physical properties (landforms such as swamps, hills and mountains), weather, climate, vegetation, animals, bodies of water such as creeks, rivers, ponds, lakes and human-made forms such as highways, streets, building and bridges. Identify basic processes (e.g. flood, tornado) that affect the physical characteristics of places and regions 	<ul style="list-style-type: none"> Recognize natural and human-made physical characteristics. Describe the interactions between people, animals and physical features of their environment. Discuss how extreme physical events affect the environment. 	<p>The teacher may:</p> <ul style="list-style-type: none"> Create a diorama of a landform and provide information on it. Provide field trips to outdoor destinations to identify and discuss various features of environments and nature. Read current events about the effects of tornadoes, hurricanes, tsunamis, and earthquakes on the environment. See Appendix A Attachment: Houghton Mifflin Journeys Connections/Standards Writing Extension Activity: Implementation of John Collins Writing Strategies Online Extension Activity: http://hminthenews.com/ 	<ul style="list-style-type: none"> Vocabulary Quiz Chapter Test Hands on projects Participation Observation Researching

Tunkhannock Area School District
Grade 3_Social Studies
Curriculum Map

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Materials/Resources/Technology
<ul style="list-style-type: none">• Text book• Outdoor location• Newspaper• Tests and Quizzes• Internet

The Human Characteristics of Places and Regions

Targeted Standard(s): Common Core

7.3 The HUMAN CHARACTERISTICS of PLACES and REGIONS

- Identify the human characteristics of places and regions by using the following criteria: population, cultural characteristics settlement characteristics, economic characteristics , political characteristics

PA Common Core English Language Arts Standards

- **CC.1.1.3.E** Read with accuracy and fluency to support comprehension.
- **CC.1.2.3.A** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **CC.1.2.3.B** Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- **CC.1.2.3.C** Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
- **CC.1.2.3.E** Use text features and search tools to locate and interpret information.
- **CC.1.2.3.F** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
- **CC.1.2.3.G** Use information gained from text features to demonstrate understanding of a text.
- **CC.1.2.3.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- **CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.**
- **CC.1.4.3.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.3.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
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- **CC.1.5.3.C** Ask and answer questions about information from a speaker, offering appropriate detail.
- **CC.1.5.3.E** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Enduring Understandings:

- People settle in specific places because of different characteristics that the environment encompasses.

Essential Questions:

- What are reasons why people settle where they do?
- What can we do to protect our Earth?
- How do individuals influence the area and people where they live?

**Tunkhannock Area School District
Grade 3_Social Studies
Curriculum Map**

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How learning will be assessed
<ul style="list-style-type: none"> • Identify the human characteristics that are affected by places and regions. • Identify how places and regions are impacted by people 	<ul style="list-style-type: none"> • Describe the reasons why people settle in specific regions. • Describe and list ways people impact the places in which they live (population, culture, economic/political activities) 	<p>The teacher may:</p> <ul style="list-style-type: none"> • Discuss the effects human population on the environment because of settlement • Provide opportunity for Earth Day Activities to discuss ways to take care of our environment • . • Demonstrate the effect of water pollution on a fish using a hands on activity • Provide opportunities for students to recycle. • Discovery Education Video: "The Five Themes of Geography" • See Appendix A Attachment: Houghton Mifflin Journeys Connections/Standards 	<ul style="list-style-type: none"> • Vocabulary Quiz • Chapter Test • Hands on projects • Participation • Observation • Researching

Tunkhannock Area School District
Grade 3_Social Studies
Curriculum Map

		<ul style="list-style-type: none">• Writing Extension Activity: Implementation of John Collins Writing Strategies• Online Extension Activity: http://hmhinthenews.com/	
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Materials/Resources/Technology
<ul style="list-style-type: none">• Text book• Recycle containers• Glass jar• Rocks• Syrup• Dirt• Popsicle stick with fake fish• Tests and Quizzes

The Interaction Between People and Places

Targeted Standard(s): Common Core

7.4 THE INTERACTION BETWEEN PEOPLE and PLACES

- Identify the effect of physical systems on people within a community
- Identify the effect of people on the physical systems within a community

PA Common Core English Language Arts Standards

- **CC.1.1.3.E** Read with accuracy and fluency to support comprehension.
- **CC.1.2.3.A** Determine the main idea of a text; recount the key details and explain how they support the main idea.
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- **CC.1.2.3.F** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
- **CC.1.2.3.G** Use information gained from text features to demonstrate understanding of a text.
- **CC.1.2.3.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- **CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.**
- **CC.1.4.3.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.3.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
- **CC.1.4.3.W** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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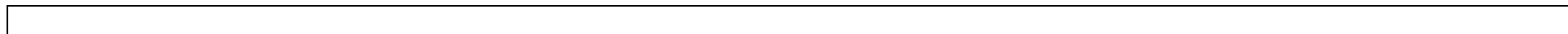
Enduring Understandings:

- Natural resources and weather have positive and negative effects on people.
- People have positive and negative effects on their environment.

Essential Questions:

- How does weather impact our lives and the environment?
- How do natural resources contribute to survival?
- What can we do to protect our environment?

Tunkhannock Area School District
Grade 3_Social Studies
Curriculum Map



Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How learning will be assessed
<ul style="list-style-type: none"> • Identify the human characteristics that are affected by physical systems • Identify how physical systems affect the people and environment they're in. 	<ul style="list-style-type: none"> • Discuss how the weather and natural resources impact people (drought, soil quality). • Brainstorm a list of the various things people do to positively and negatively impact the environment • Describe how natural resources help us produce things needed for survival. 	<p>The teacher may:</p> <ul style="list-style-type: none"> • Provide examples and visuals of how weather and natural resources impact people. • Identify ways various things people do to impact the environment, both positively and negatively. • Provide the natural resources and students will create a diagram of items those resources produce. • Show video clips that illustrate the effects of weather in their different forms • See Appendix A Attachment: Houghton Mifflin Journeys Connections/Standards • Writing Extension Activity: 	<ul style="list-style-type: none"> • Vocabulary Quiz • Chapter Test • Hands on projects • Participation • Observation • Researching

Tunkhannock Area School District
Grade 3_Social Studies
Curriculum Map

		Implementation of John Collins Writing Strategies	
		<ul style="list-style-type: none">• Online Extension Activity: http://hmhinthenews.com/	

Materials/Resources/Technology
<ul style="list-style-type: none">• Text book• Visuals of different forms of Weather• Internet• Projector• Tests and Quizzes

Historical Analysis and Skills Development

Targeted Standard(s): Common Core

8.1.3 HISTORICAL ANALYSIS and SKILLS DEVELOPMENT

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

PA Common Core English Language Arts Standards

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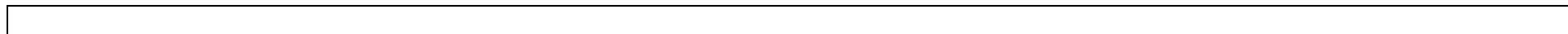
Enduring Understandings:

- Different events have happened at different times throughout history and will continue occur in the present and future.

Essential Questions:

- What important events have occurred in your personal life?
- What affects have certain events had on our history?
- What is the difference between fact and opinion?

**Tunkhannock Area School District
Grade 3_Social Studies
Curriculum Map**



Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How learning will be assessed
<ul style="list-style-type: none"> • Understand chronological thinking and distinguish between past, present and future time. • Understand historical research 	<ul style="list-style-type: none"> • Develop a timeline of his/her life using photographs, drawings, brief descriptions. • Participate in daily calendar activities and discuss past, present and future events. • Distinguish between fact and opinion. • Begin to discuss cause/effect in historical events. 	<p>The teacher may:</p> <ul style="list-style-type: none"> • Create a timeline of their life to discuss and display • Read non-fiction texts and evaluate stories from curriculum. • Provide opportunity to use graphic organizers to show cause and effect. • Discuss fact and opinion with the use of examples from curriculum • See Appendix A Attachment: Houghton Mifflin Journeys Connections/Standards • Writing Extension Activity: Implementation of John Collins Writing Strategies • Online Extension Activity: 	<ul style="list-style-type: none"> • Vocabulary Quiz • Chapter Test • Hands on projects • Participation • Observation • Researching

Tunkhannock Area School District
Grade 3_Social Studies
Curriculum Map

		http://hmhinthenews.com/	
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Materials/Resources/Technology
<ul style="list-style-type: none">• Text book• Resource book• Graphic Organizer• Fact/Opinion Worksheet• Tests and Quizzes

Pennsylvania History

Targeted Standard(s): Common Core

8.2.3 PENNSYLVANIA HISTORY

- Understand the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania
- Identify and locate historical documents, artifacts and historic places critical to Pennsylvania history
- C. Identify and describe how continuity and change have impacted Pennsylvania history (*Belief Systems, Commerce and Industry, Technology, Politics and Government, Physical and Human Geography, Social Organizations*)
- 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*)

PA Common Core English Language Arts Standards

- **CC.1.1.3.E** Read with accuracy and fluency to support comprehension.
- **CC.1.2.3.A** Determine the main idea of a text; recount the key details and explain how they support the main idea.
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- **CC.1.4.3.W** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **CC.1.5.3.C** Ask and answer questions about information from a speaker, offering appropriate detail.
- **CC.1.5.3.E** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Enduring Understandings:

- Many people have made political and cultural contributions to Pennsylvania history.

Essential Questions:

**Tunkhannock Area School District
Grade 3_Social Studies
Curriculum Map**

- What are the important documents and artifacts that have played an important role in Pennsylvania history?
- What are the symbols represent the state of Pennsylvania?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How learning will be assessed
<ul style="list-style-type: none"> • Understand the political and cultural contributions of individuals and groups to Pennsylvania history • Identify and describe primary documents, material artifacts, historic sites important in Pennsylvania history 	<ul style="list-style-type: none"> • Identify and explain the significance of William Penn. • Identify the official commonwealth symbols (e.g. tree, bird, dog, insect, flower) 	<p>The teacher may:</p> <ul style="list-style-type: none"> • Identify and illustrate official symbols of Pennsylvania. • Create a book of the important characteristics and facts about Pennsylvania • Use the Internet to take a tour on the capital building (Harrisburg) 	<ul style="list-style-type: none"> • Vocabulary Quiz • Chapter Test • Hands on projects • Participation • Observation • Researching

Materials/Resources/Technology
<ul style="list-style-type: none"> • Text book • Resource book • Copies of Pennsylvania book • Internet • KWL Chart • Test and Quizzes

**Tunkhannock Area School District
Grade 3_Social Studies
Curriculum Map**

United States History

Targeted Standard(s): Common Core

8.3.3 UNITED STATES HISTORY

- Understand the social, political, cultural, and economic contributions of individuals and groups from United States history
- Identify and locate historical documents, artifacts and historic places critical to United States history
- Demonstrate an understanding of how people in different times and places view the world
- Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of United States (*Ethnicity and Race, Working Conditions, Immigration, Military Conflict, Economic Stability*)

PA Common Core English Language Arts Standards

- **CC.1.1.3.E** Read with accuracy and fluency to support comprehension.
- **CC.1.2.3.A** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **CC.1.2.3.B** Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- **CC.1.2.3.C** Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
- **CC.1.2.3.E** Use text features and search tools to locate and interpret information.
- **CC.1.2.3.F** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
- **CC.1.2.3.G** Use information gained from text features to demonstrate understanding of a text.
- **CC.1.2.3.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- **CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.**
- **CC.1.4.3.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.3.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
- **CC.1.4.3.W** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **CC.1.5.3.C** Ask and answer questions about information from a speaker, offering appropriate detail.
- **CC.1.5.3.E** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Enduring Understandings:

- People play a major role in the history of the United States.
- What are the national symbols, historic places and important documents of our country?

Essential Questions:

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- What contributions did certain individuals have on U.S. history?
- What are our national symbols and what are their symbolism?
- What documents played a major role in our country and how do they play apart in our lives today?
- Where are our country’s historic sites and what events occurred There?
- What role have different presidents played in developing our country?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How learning will be assessed
<ul style="list-style-type: none"> • Identify contributions of individuals and groups to United States history • Identify and describe primary documents, material artifacts and historic sites important in United States history 	<ul style="list-style-type: none"> • Identify and explain the political and cultural contributions of presidents. • Recognize The White House, various monuments in Washington DC, and The Statue of Liberty. 	<p>The teacher may:</p> <ul style="list-style-type: none"> • Use trade books and internet to research a president • Read literature about symbols of the United States of America and discuss what symbols we know • Locate different historic sites on a map and discuss their relevance • Invite Jonathan Sprout to come and discuss important individuals and events that occurred throughout history • Discovery Education video: 	<ul style="list-style-type: none"> • Vocabulary Quiz • Chapter Test • Hands on projects • Participation • Observation • Researching

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		<p>“Citizen's Rule: Our Founding Documents”</p> <ul style="list-style-type: none"> • See Appendix A Attachment: Houghton Mifflin Journeys Connections/Standards • Writing Extension Activity: Implementation of John Collins Writing Strategies • Online Extension Activity: http://hmhinthenews.com/
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Materials/Resources/Technology
<ul style="list-style-type: none"> • Text book • Resource book • Jonathan Sprout (CD) • Map • Computer • Internet • Art supplies