

## 3<sup>rd</sup> Grade Social Studies Curriculum Map

Some of the strategies used here, along with other ideas, can be seen on a video or are described here:  
<http://jhatjr.wikispaces.com/Strategies>

Time Frame	Utah State Core Standard	Expected Student Outcome (Objective)	Essential Academic Vocabulary	Summative Assessments	Instructional Learning Activities
				<b>These assessments should only be done AFTER instruction from teachers</b>	
	<b>Standard 1</b>  <b>Students will understand how geography influences community location and development.</b>	I can explain why the geography of place helps people decide where to settle.	latitude longitude compass rose north south east west continents ocean key equator desert plains tropic tundra grassland mountain forest wetland natural resources reduce reuse	<p style="color: red;"><i>Note: These assessment ideas are ONLY SUGGESTIONS and teachers may design their own assessments.</i></p> <p>In groups, students will design a community showing the landforms, bodies of water, and natural resources they would like nearby. What would be the main source of income in this town?</p> <p>Teachers can add anything they'd like to the design of this assignment. The focus is to make sure</p>	<p>a. Identify the geographic features common to areas where human settlements exist</p> <p>b. Use map features to make logical inferences and describe relationships between human settlement and physical geography (population density in relation to latitude, cities' proximity to water, and utilization of natural resources.)</p> <p>c. Compare the shapes and purposes of natural and human-made boundaries of cities, counties and states.</p>

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			recycle recover economic development community development recreation natural resource extraction agriculture	students can tell what is necessary for a community to survive.	
		I can tell how some communities have adapted to their environment and how some communities have modified the environment.		<p>Students will each draw a picture of one example of how a community has <u>adapted to</u> their environment or how a community has <u>modified</u> the environment.</p> <p>On the back, students will write a summary of how the community has either adapted or modified.</p> <p>Post the pictures and do a short gallery walk so students can see each other's pictures.</p>	<p>a. Describe the major world ecosystems (desert, plains, tropic, tundra, grassland, mountain, forest, and wetland).</p> <p>b. Identify important natural resources of world ecosystems.</p> <p>c. Describe how communities have modified the environment to accommodate their needs (logging, storing water, building transportation systems).</p> <p>d. Investigate ways different communities have adapted into an ecosystem.</p>

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		I can explain ways people use, protect, and keep the environment safe.		<p>Students will write a short piece telling as many ways as possible that we can protect and keep our environment safe and use it wisely.</p> <p>Teachers might have a classroom plan to reduce waste, recycle, and reuse materials in your own class and help students develop these habits.</p>	<p>a. Identify ways people use the physical environment (agriculture, recreation, energy, industry).</p> <p>b. Compare changes in the availability and use of natural resources over time.</p> <p>c. Describe ways to conserve and protect natural resources (reduce, reuse, recycle)</p> <p>d. Compare perspectives of various communities toward the natural environment.</p> <p>e. Make inferences about the positive and negative impacts of human-caused change to the physical environment.</p>
	<p><b>Standard 2</b></p> <p><b>Students will understand cultural factors that shape a community.</b></p>	I can tell some things that show how a community develops.	indigenous cultures American Indian Eastern Woodlands Plains Great Basin southwestern arctic language religion customs artistic expression	<p>Students will make a list of things that are part of their own culture, such as their families':</p> <p>Favorite holidays or special traditions  A story they tell in their family</p>	<p>a. Identify the elements of culture (language, religion, customs, art, money/exchange)</p> <p>b. Describe how stories, folktales, music, and artistic creations serve as expressions of culture.</p>

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			<p>Europe economic specialization exchange systems markets</p>	<p>What kind of art they like or have in their home The kind of music they like to listen to Some things in their home that show what they value Celebrations in the community they attend</p>	<p>c. Compare elements of the local community with communities from different parts of the world (industry, economic specialization).</p> <p>d. Identify and explain the interrelationship of the environment (location, natural resources, and climate) and community development (food, shelter, clothing, industries, markets, recreation, and art).</p> <p>e. Examine changes in communities that can of have occurred when two or more cultures interact.</p> <p>f. Explain changes within communities caused by human inventions (steel plow, internal combustion engine, television and computer).</p>
		<p>I can explain how the cultures of groups of Indians in America have changed over time.</p>		<p>Student will complete a Venn diagram comparing and contrasting the ways in which they lived/live</p>	<p>a. Describe and compare early indigenous people of the Americas (Eastern Woodlands, Plains, Great</p>

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				<p>back before Europeans settlement and now. They could compare/contrast on some of the following topics:</p> <p>Food Clothing Homes Free time activities Location of where they live Language spoken</p>	<p>Basin, Southwestern, Artic, Incan, Aztec, and Mayan).</p> <p>b. Analyze how these cultures changed with the arrival of people from Europe, and how the cultures of the Europeans changed.</p> <p>c. Identify how indigenous people maintain cultural traditions today.</p>
	<p><b>Standard 3</b></p> <p><b>Students will understand the principles of civic responsibility in classroom, community, and country.</b></p>	<p>I can describe the rights and responsibilities that come with being a good citizen.</p>	<p>right responsibility symbol tradition patriotic government civic respect</p>	<p>Half of the students in the class make a list of the <i>rights</i> we have as citizens. The other half of students makes a list of the <i>responsibilities</i> we have as citizens.</p> <p>Pair students together to share their lists. After sharing lists, have each pair of students make a list of how 3<sup>rd</sup> graders can be good citizens in their classroom, their school, their home and their community. Conduct a</p>	<p>a. Identify how these rights and responsibilities are reflected in the patriotic symbols and traditions of the United States (Pledge of Allegiance, flag etiquette).</p> <p>b. List the responsibilities community members have to one another.</p> <p>c. Identify why these responsibilities are important for a functioning community (voting, jury duty, taxpaying, obedience to laws).</p>

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				class discussion and share ideas.	
		I can explain how our government helps us.		<p>Have students go to the website of their city (or do this as a class). Make a list of the services their city provides to them.</p> <p>Write a short paragraph answering the prompt: "My city government does many good things for me and my family. In my opinion the most important thing they do for us is..."</p>	<p>a. Differentiate between personal and community needs.</p> <p>b. Identify roles of representative government (make laws, maintain order, levy taxes, provide public services).</p> <p>c. Research community needs and the role government serves in meeting those needs.</p>
		I can be a good citizen.		<p>Play the "Getting to Know You game".</p> <p>Give each student a questionnaire they have to complete by walking around and talking to classmates. They need to fill in blanks on questions such as:</p> <p>The name of a student who likes the same favorite food as you.</p> <p>The name of a student who has the same favorite holiday as you.</p>	<p>a. Engage in meaningful dialogue about the community and current events within the classroom, school and local community.</p> <p>b. Identify and consider the diverse viewpoints of the people who comprise a community.</p> <p>c. Demonstrate respect for the opinions, backgrounds, and cultures of others.</p>

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				<p>Have about 10 questions.</p> <p>Then each student will write a short piece telling how he/she can be a friend to every member of the class. They should also write WHY it is important to be a friend to everyone in the class.</p>	