## Trinity Area School District Social Studies Curriculum Map

Course: Social Studies Grade: 3Overview 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 commun that work together to achieve goals.				
		<b>Iduring Understandings, and Essential Questions</b> al" throughout the entire curriculum.)		
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.)	

Systems	Civics and Government		
Location	5.1.3.A:		
Culture	Explain the purposes of rules, laws, and consequences.	Rules and laws keep order and ensure safety. Consequences occur when rules and laws are not followed.	What are the purposes of rules, laws, and consequences within the classroom, school, and community?
	Explain rules and laws for the classroom, school, and community.	A classroom, school, and community have rules to keep order and ensure safety.	What are the rules and laws within the classroom, school, and community?
	<ul> <li>5.1.3.C: Define the principles and ideals shaping local government.</li> <li>Liberty / Freedom</li> <li>Democracy</li> <li>Justice</li> <li>Equality</li> </ul>	Citizens have rights, liberties, and responsibilities in our community. All citizens are equal before the law. Citizens understand that the government serves the community.	What are our rights, liberties, and responsibilities as a citizen in a community? What is a government in the community?
	<ul> <li>5.1.3.F:</li> <li>Identify state symbols, national symbols, and national holidays.</li> <li>5.2.3.A:</li> <li>Identify personal rights and responsibilities.</li> </ul>	We have a national and state flags, and we celebrate national holidays. Citizens have personal rights and responsibilities.	What does our nation's flag look like? What does our state flag look like? What are the national holidays we celebrate? What are personal rights? How can a
	5.2.3.B: Identify the sources of conflict and disagreement and different ways conflict can be resolved.	We have many conflicts and disagreements and different ways to solve our problems.	citizen show responsibility? What is a conflict? How can a conflict be resolved peacefully?

5.3.3.D: Identify positions of authority at school and community.	There are several positions of authority in the school and community.	Who holds the positions of authority in our school and community?
Economics 6.1.3.A: Define scarcity and identify examples of resources, wants, and needs.	Limited resources and unlimited wants require choices. We must choose between a need and a want.	What is scarcity? What are resources? What is the difference between a need and a want?
6.1.3.C: Explain what is given up when making a choice.	Making choices causes consequences.	What is given up when making a choice?
6.1.3.D: Identify reasons why people make a choice.	People make choices for various reasons.	What causes people to make a choice? How does making good choices affect personal consequences?
6.2.3.A: Identify goods, services, consumers, and producers in the local community.	Producers provide consumers in the community with goods and services.	Who are producers and consumers? What are goods and services?
6.2.3.B: Identify competing sellers in the local market.	Sellers often compete for customers.	Where do we shop? Why do we shop there?
6.2.3.C: Identify types of advertising designed to influence personal choice.	Advertising on television, in magazines, and on social media influence our personal choices.	What are different types of advertising? How do they influence our choices?
6.2.3.D: Define price and how prices vary for products.	Prices vary for items that we purchase. Example: gasoline	Why do prices vary for the same product?

6.5.3.G: Define saving and explain why people	Saving is the part of income not spent on taxes or consumption.	What is saving?
save.		Why do people save money?
6.5.3.H: Identify the role of banks in our local community.	Banks play an important role in our local community.	Why do we need banks?
Geography		
7.1.3.A:	Basic geographic tools are used to organize and interpret information about	How are basic geographic tools used to
Identify how basic geographic tools are	people, places and environment.	organize and interpret information
used to organize and interpret information about people, places		about people, places and environment?
and environment.	A continent is one of several major land masses on the earth.	What are the continents of the world?
7.1.3.B: Identify and locate places and regions as defined by physical and human features.	The world is made up of 7 continents. -North America -South America -Africa -Europe -Asia -Antarctica	What makes one place different from another?
	-Australia There are 4 oceans that help make up the world.	What physical and human features help people locate places?
7.2.3.A: Identify the physical characteristics of places and regions.	-Pacific -Atlantic -Indian -Arctic	What are the major oceans of the world?
	There are major landforms that help shape the world. Example: mountains, valleys, volcanoes, mesas, deserts, etc.	What major landforms help shape the world?

		(Tł	nduring Understandings, an 1ese do NOT "spiral" througho	-	-		
Month of Instruction (In what month(s) will you teach this unit?)	ELA Connection	<b>Big Idea(s)</b> (A Big Idea is typically a noun and always transferabl e 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.)	<b>Essential Question(s)</b> (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?)

1 <sup>st</sup> 9	Summarize	Civics	5.1.3.A:	Rules and laws	What are the purposes	Social Studies
weeks		Citizenship	Explain the purposes	keep order and	of rules, laws, and	<b>Connection</b>
	Analyze		of rules, laws, and	ensure safety.	consequences within	-Resource
	Illustrations		consequences.	Consequences	the classroom, school,	Officer Buckle and
	Conclusions			occur when rules	and community?	Gloria
	Conclusions			and laws are not		Peggy Rathmann
	Infer/Predict			followed.		-Type 1 Writing
						List 5 school rules
	Analyze/		5.1.3.B:	A classroom,	What are the rules	you feel are the
	Evaluate		Explain rules and laws	school, and	and laws within the	most important.
	Compare/		for the classroom,	community have	classroom, school, and	
	Contrast		school, and community.	rules to keep order	community?	-Resource
				and ensure safety.		What If Everybody
	Cause/Effect		5.2.3.A:			Did That?
	Demain		Identify personal	Citizens have	What are personal	Ellen Javernick
	Domain-		rights and	personal rights and	rights? How can a	-Cause/Effect
	Specific		responsibilities.	responsibilities.	citizen show	-Rules
	Vocabulary				responsibility?	
	Text/Graphic		5.2.3.B:			-Resource
	Features		Identify the sources of	We have many		We the Kids
			conflict and	conflicts and	What is a conflict?	David Catrow
			disagreement and	disagreements and	How can a conflict be	(teacher read aloud)
			different ways conflict	different ways to	resolved peacefully?	-Domain-Specific
			can be resolved.	solve our problems.		Vocabulary
						-
						-Resource
						The Trial of
						Cardigan Jones
						T114 - Informational Text
						You Be the Jury
						T148

2 <sup>nd</sup> 9	Conclusions	Civics	5.1.3.C:	Citizens have rights,	What are our rights,	-Resource
weeks		Community	Define the principles	liberties, and	liberties, and	If I Were President
	Infer/Predict		and ideals shaping local	responsibilities in	responsibilities as a	Catherine Stier
	Literal/		government.	our community.	citizen in a	-Main Idea/Details
	Nonliteral				community?	-Government
	Meanings		Liberty / Freedom	All citizens are		
	ivicuining5			equal before the	What is a government	-Resource
	Cause/Effect		Democracy	law.	in the community?	O, Say Can You
			Justice			See?
	Monitor/		Justice	Citizens understand		Sheila Keenan
	Clarify		Equality	that the		-Main Idea/Details
	Analyze			government serves		-Text/Graphic
	Illustrations			the community.		Features
	mustrations		5.1.3.F:			-Patriotic Symbols
	Main Idea and		Identify state symbols,	We have a national	What does our nation's	
	Details		national symbols, and	and state flags, and	flag look like?	-Resource
			national holidays.	we celebrate	What does our state	K Is for Keystone:
	Summarize		national nonadys.	national holidays.	flag look like?	A Pennsylvania
	Text/Graphic				What are the national	Alphabet
	Features				holidays we celebrate?	Kristen Kane
	reatures		5.3.3.D:	There are several		-Main Idea/Details
	Point of View		Identify positions	positions of	Who holds the	
			of authority at school	authority in the	positions of authority	-Required
	Compare/		and community.	school, community,	in our school and	*Washington County
	Contrast		and communey.	state, and nation.	community?	Performance Task
	Analyze/					
	Evaluate					
	Lvalaate					
	Author's					
	Purpose					

3 <sup>rd</sup> 9	Infer/Predict	Geography	7.1.3.A:	Basic geographic	How are	-Resource
weeks	Farmal/		Identify how	tools are used to	basic geographic	The Scrambled
	Formal/		basic geographic	organize and	tools used to organize	States of America
	Informal		tools are used to	interpret	and interpret	Laurie Keller
	Language		organize and interpret	information about	information about	-Geography
	Monitor/		information about	people, places	people, places	
	Clarify		people, places	and environment.	and environment?	-Resource
	,		and environment.			If America Were
	Conclusions			The world is made	What physical and	Village
			7.1.3.B:	up of 7 continents.	human features help	David J. Smith
	Point of View		Identify and locate		people locate places?	-Geography
	Text/Graphic		places and regions as	There are 4 oceans		-Cultures
	Features		defined by physical	that help make up	What are the oceans	
			and human features.	the world.	and continents of the	-Resources
	Domain-				world?	Google Earth
	Specific					BrainPop Jr.
	Vocabulary		7.2.3.A:	There are major		Fast Land Change
			Identify the physical	landforms that help	What major landforms	Landforms
	Summarize		characteristics	shape the world.	help shape the world?	BrainPop
	Main Idea and		of places and regions.	Example:		Mount Everest
	Details			mountains, valleys,		Mountains
	Details			volcanoes, mesas,		North Pole
	Literal/			deserts, etc.		South Pole
	Nonliteral					
	Meanings					-Required
						*Map Performance
						Task

4 <sup>th</sup> 9	Monitor/	Economics	6.1.3.A:	Limited resources	What is scarcity?	-Res	ource
weeks	Clarify		Define scarcity and	and unlimited	What are resources?	Thos	e Shoes
			identify examples of	wants require	What is the difference	Mari	ibeth Boelts
	Point of View		resources, wants, and	choices. We must	between a need and a	-Und	lerstanding
	Compare and		needs.	choose between a	want?	Cł	naracters
	Contrast			need and a want.		-Stor	y Message
	Contract		6.1.3.C:			-Ecor	nomics
	Analyze/		Explain what is given up	Making choices	What is given up when		
	Evaluate		when making a choice.	causes	making a choice?	-Crea	ate a t-chart of
	Farmer 1/			consequences.		want	ts in the story
	Formal/ Informal		6.1.3.D:	Deemle melte	What causes people to make a choice?	verse	es basic needs
			Identify reasons why	People make			
	Language		people make a choice.	choices for various	How does making good	-Ana	lyze the chart
	Author's			reasons.	choices affect personal		
	Purpose				consequences?		e 2 Writing
	- F		6.2.3.A:	Droducerc provide			t is the
	Questioning		Identify goods, services,	Producers provide consumers in the	Who are producers and		rence between
	Arabiza		consumers, and		consumers?	a nee	ed and want?
	Analyze Illustrations		producers in the local	community with goods and services.	What are goods and		
	IIIUSUIALIONS		community.	goods and services.	services?		ource
	Text/Graphic						Lemonade War
	Features		6.2.3.B:	Sellers often	Where do we shop?	-	ueline Davies
			Identify competing	compete for	where do we shop?		her read aloud)
	Infer/Predict		sellers in the local	customers.	Why do we shop		lerstanding
	Main Ideas/		market.	customers.	there?	_	naracters
	Details						nt of view
	Details			Advertising on			lyze/Evaluate
			6.2.3.C:	television, in	What are different	-Ecoi	nomics
			Identify types of	magazines, and on	types of advertising?		
			advertising designed to	social media			
			influence personal	influence our	How do they influence		
			choice.	personal choices.	our choices?		
				personal endices.			

6.2.3.D: Define price and how prices vary for products.	Prices vary for items that we purchase. Example: gasoline	Why do prices vary for the same product?
<ul><li>6.5.3.G: Define saving and explain why people save.</li><li>6.5.3.H: Identify the role of banks in our local community.</li></ul>	Local businesses open and close for various reasons. We have private economic institutions in our community. Example: banks	What happens when a new business opens or a business closes? What are private economic institutions?