WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

# COURSE DESCRIPTION

## Course Title: Social Studies- Grade 3

**Course Number:**

**Course Prerequisites:**  none

Course Description: (Include “no final exam” or “final exam required”)

The third grade social studies curriculum covers and enhances the various aspects of cross- curriculum approach that includes the study of geography, community, PA history, civics and government.

Suggested Grade Level: 3

**Length of Course:**        One Semester x Two Semesters       Other

All year or 180 days

## Units of Credit: None (Insert *NONE* if appropriate.)

PDE *Certification and Staffing Policies and Guidelines (CSPG)* Required Teacher Certification(s) (Insert certificate title and CSPG#) Elementary Education

Certification verified by WCSD Human Resources Department:

       Yes       No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

BOARD APPROVAL:

 Date Written: January 2011

 Date Approved:

 Implementation Year: 2011-2012

Necessary Materials:

* Age-appropriate PA history student textbooks and workbooks
* Age Appropriate Atlas
* Book- K is for Keystone by Kristen Kane (teacher copy)
* PA Dailies PA Experience- teacher copy (reproducible)

Suggested Supplemental Materials: (List or insert None)

* PA wall or pull down map
* Supplemental materials from Warren County State Representative
* Optional Smart Exchange(need Smartboard and/or notebook software) **-**[exchange.smarttech.com](http://exchange.smarttech.com) PA resources
* Daily Geography reproducible (Evan Moore)
* Map Skills reproducible
* Erasable maps for map skills
* Website: [www.constitutioncenter.org](http://www.constitutioncenter.org)
* Website: [www.discoveryeducation.com](http://www.discoveryeducation.com) (go through IU5 portal)

Course Standards

PA Academic Standards: (List by Number and Description)

5.1 Principles and Documents of Government

5.2 Rights and Responsibilities of Citizenship

5.3 How Government Works

6.3 Functions of Government

6.4 Economic Interdependence

6.5 Income, Profit, and Wealth

7.1 Basic Geographic Literacy

7.2 Physical Characteristics of Places and Regions

7.3 Human Characteristics of Places and Regions

7.4 Interactions Between People and the Environment

8.1 Historical Analysis and Skills Development

8.2 Pennsylvania History

WCSD Academic Standards: (List or None)

None

Industry or Other Standards: (List, Identify Source or None)

None

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

(List Objectives, PA Standards #’s, Other Standards (see samples at end))

**PA Standard:** 5.1.3 Principles and Documents of Government

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Explain the purposes of rules, laws and consequences |  |  | Bell RingersCooperative LearningDiscussionsObservation |
| B. | Explain the rules and laws for the classroom, school and community |  |  |
| C. | Define the principles and ideals shaping local government |  |  |
| D. | Identify key ideas about government found in significant documents:* Declaration of Independence
* United States Constitution
* Bill of Rights
* PA Constitution
 |  |  |
| F. | Identify state symbols, national symbols, and national holidays |  |  |

**PA Standard:** 5.2.3 Rights and Responsibilities of Citizenship

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Identify personal rights and responsibilities |  |  | Bell RingersCooperative LearningDiscussionsObservation |
| B. | Identify the sources of conflict and disagreement and different ways conflict can be resolved |  |  |
| C. | Identify leadership and public service opportunities in the school, community, state, and nation |  |  |
| D. | Describe how citizens participate in school and community activities |  |  |

**PA Standard:** 5.3.3 How Government Works

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Identify the roles of the three branches of government |  |  | Bell RingersCooperative LearningDiscussionsObservation |
| B. | Identify how laws are made in the local community |  |  |
| C. | Identify services performed by the local governments |  |  |
| D. | Identify positions of authority at school and community |  |  |
| E. | Explain the purpose for elections |  |  |
| F. | Explain how an action may be just or unjust |  |  |  |
| G. | Identify the individual interests and explain ways to influence others |  |  |  |

**PA Standard:** 6.3.3. Functions of Government

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Identify goods and services provided by the government |  |  | Bell RingersCooperative LearningDiscussionsObservation |
| B. | Identify examples of government involvement in local economic activities |  |  |
| C. | Define tax and explain the relationship between taxation and government services |  |  |

**PA Standard:** 6.4.3.Economic Interdependence

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Identify local examples of specialization and division of labor |  |  | Bell RingersCooperative LearningDiscussionsObservation |
| B. | Identify examples of trade, imports, and exports in the local community |  |  |

**PA Standard:** 6.5.3. Income, Profit, and Wealth

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Explain why people work |  |  | Bell RingersCooperative LearningDiscussionsObservation |
| B. | Identify different occupations |  |  |
| E. | Identify tangible and intangible assets |  |  |
| G. | Define saving and explain why people save |  |  |
| H. | Identify the role of banks in our local community |  |  |

**PA Standard:** 7.1.3. Basic Geographic Literacy

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Identify how basic geographic tools are used to organize and interpret information about people, places and environment* Map
* Globe
* Atlas
 |  |  | Bell RingersCooperative LearningDiscussionsObservation |
| B. | Identify and locate places and regions as defined by physical and human features* Landforms
* Bodies of water
* Continents
 |  |  |

**PA Standard:** 7.2.3. Physical Characteristics of Places and Regions

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Identify the physical characteristics of places and regions |  |  | Bell RingersCooperative LearningDiscussionsObservation |
| B. | Identify the basic physical processes that affect the physical characteristics of places and regions |  |  |

**PA Standard:** 7.3.3. Human Characteristics of Places and Regions

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Identify the human characteristics of places and regions using the following criteria:* Population
* Culture
* Settlement
* Economic activities
* Political activities
 |  |  | Bell RingersCooperative LearningDiscussionsObservation |

**PA Standard:** 7.4.3. Interactions Between People and the Environment

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Identify the effect of the physical systems on people within a community* Example: Why do people settle near water?
 |  |  | Bell RingersCooperative LearningDiscussionsObservation |
| B | Identify the effect of people on the physical systems within a community |  |  |

**PA Standard:** 8.1.3. Historical Analysis and Skills Development

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Identify the difference between past, present and future using timelines and/or other **graphic** **representations** |  |  | Bell RingersCooperative LearningDiscussionsObservation |
| B. | Identify fact, **opinion**, multiple points of view, and **primary sources** as related to historical events. |  |  |
| C. | Conduct teacher guided **inquiry** on assigned topics usingspecified **historical sources**. (ReferenceRWSL Standard 1.8.3 Research) |  |  |

PA Standard: 8.2.3 Pennsylvania History

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Identify the **social**, **political**, cultural, and **economic**contributions of individuals and groups from Pennsylvania* William Penn
* Benjamin Franklin
* John Chapman
* Betsy Ross
* Mary Ludwig Hayes(Molly Pitcher)
 |  |  | Bell RingersCooperative LearningDiscussionsObservation |
| B. | Identify historical **documents**, **artifacts,** and places critical to Pennsylvania history* State Symbols
* Liberty Bell
* Independence Hall
 |  |  |
| C. | Identify and describe how continuity and change have impacted Pennsylvania history.* Belief systems and religions (Native Americans, Quakers, etc.)
* Commerce and industry
* Technology
* Politics and government
* Physical and **human** **geography**
* **Social** organizations
 |  |  |
| D. | Identify and describe how **conflict** and cooperation amonggroups and organizations have impacted the history and development of Pennsylvania.* **Ethnicity** and race
* Working conditions
* Immigration
* Military **conflict**
* **Economic** stability
 |  |  |  |

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment:       Yes      x No

District-wide Final Examination Required:       Yes x No

Course Challenge Assessment (Describe):

None

# REQUIRED COURSE SEQUENCE AND TIMELINE

(Content must be tied to objectives)

###  Content Sequence Dates

I. PA History Throughout school year

II. Rights and Responsibilities of Citizenship 2-3 weeks

III. Introduction to Maps 3-4 weeks

 IV. Introduction to Basic Geographic Literacy 2-3 weeks

V. Principles and Documents of Government 2-3 weeks

VI. How Government Works 2-3 weeks

VII. Functions of Government 2-3 weeks

VIII. Income Profit and Wealth 2-3 weeks

IX. Economic Interdependence 2-3 weeks

**Objectives:**

The student will be able to:

* Explain the purposes of rules, laws and consequences for the classroom, school and community
* Identify key ideas about government including state and national symbols and documents
* Describe how citizens participate in school and community activities
* Identify roles of the three branches of government (local and national)
* Identify goods and services provided by the government through taxes
* Identify local examples of specialization and division of labor, trade, imports and exports in the local community
* Identify occupations and why people work
* Identify tangible (things you can touch) assets that money can purchase
* Identify intangible (things you can’t touch) assets that money cannot purchase
* Identify why people save money and the role of banks
* Use a map, globe or atlas to identify and locate places, regions and physical characteristics
* Identify interactions between humans and physical systems within the environment
* Interact with timelines
* Explore fact, opinion, multiple points of view and historical documents as related to historical events
* Identify social, political, cultural and economic contributions of groups and individuals of Pennsylvania
* Identify state symbols, Liberty Bell and Independence Hall (architecture and historic places)
* Describe how continuity and change have impacted Pennsylvania history
* Identify how conflict and cooperation have impacted Pennsylvania

**WRITING TEAM:** Megan Yeager, Amanda McBriar, Caroline Badger-Hayes, Helene DuShaw, Becky Mechling

# WCSD STUDENT DATA SYSTEM INFORMATION

 1. Is there a required final examination?       Yes x No

 2. Does this course issue a mark/grade for the report card?       Yes x No

 3. Does this course issue a Pass/Fail mark?       Yes x No

1. Is the course mark/grade part of the GPA calculation?       Yes x No

 5. Is the course eligible for Honor Roll calculation?       Yes x No

6. What is the academic weight of the course?

 x No weight/Non credit       Standard weight

       Enhanced weight (Describe)