

Grade 3 Curriculum Map
Instructional Social Studies & Geography 3
Steve Lehman
St. Paul's Lutheran School
To Be Revised: June 2021

**Grade 3 Curriculum
Instructional Plan for Social Studies & Geography
Submitted by Steve Lehman
Written: June 2021**

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	Content Type	Objectives	Standards	Assessment	Materials
A U G U S T & S E P T E M B E R	<ul style="list-style-type: none"> 24 	<ul style="list-style-type: none"> Map reading skills/activities States of the United States by region Topographical study of the United States Mapping (including scaled distance, cardinal & intermediate directions): Able to follow a set of directions, draw a path and arrive at the correct location on the map Rivers and Borders: Identify the rivers on a blank map and bordering states and bodies of water Regions: Create a map of the regions America the Beautiful: How does geography influence human activity? National Parks 	<ul style="list-style-type: none"> SS.BH1.a.4 Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments. SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions. SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings. SS.Econ4.b.4-5 Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings). SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation) SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images 	<ul style="list-style-type: none"> Regions: Create a map of the regions Create a flyer or advertisement poster for a National Park Homework in complete sentences. Reviews)teacher created) Chapter Tests 	Chapters 1&2 of Regions (McGraw Hill)
O C T O B E R	<ul style="list-style-type: none"> 20 	<ul style="list-style-type: none"> Great Americans study - primary sources and biography <ul style="list-style-type: none"> Miles Standish William Penn Comparison and Contrast of American Indian Groups-culture and lifestyle as a result of environmental factors Process: <ul style="list-style-type: none"> Research tribes Product: oral report, diorama, poster, book (oral, written and visual components required) Northeast vs. Southeast Mississippi vs.Nile Resources: Coal (Cause and Effect) Discuss the cost of living and cost of business and its struggle over time 	<ul style="list-style-type: none"> SS.BH1.a.4 Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments. SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form selfimage and identity. SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of interpreting experiences. SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings. SS.Econ3.a.4 Investigate how the cost of things changes over time. SS.Econ4.a.3 Trace the chain of supply for a needed product (e.g., food, shelter). SS.Econ4.e.3 Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States;United States and Japan; Europe and South America). SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source. SS.Hist4.d.i Describe the impact of the POV of the author has on a primary or secondary source. 	<ul style="list-style-type: none"> Students create a comparison and contrast between at least two tribes Homework in complete sentences. Reviews)teacher created) Chapter Tests 	Chapters 3&4 of Regions (McGraw Hill)

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N O V E M B E R	<ul style="list-style-type: none"> 19 	<ul style="list-style-type: none"> Explorer Research Explain impact and economy after reading historical fiction about being a settler in a colony sponsored by different empresarios Great Americans study - primary sources and biography <ul style="list-style-type: none"> Benjamin Franklin Benjamin Banneker Early America How do exploration & colonization change populations, boundaries, and land? Appalachia Whaling, Fishing and Crabbing Paul Revere and the Revolution 	<ul style="list-style-type: none"> SS.BH1.a.4 Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments. SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions. SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or nonrenewable). SS.Econ2.a.3-4 Compare two product markets found in the local community. Differentiate between goods and services. SS.Econ4.c.5 Discuss reasons a government taxes people. SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States. SS.Geog4.a.4 Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). SS.PS1.b.4-5 Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. SS.PS3.a.4-5 Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels. 	<ul style="list-style-type: none"> Explorer Research Process: Choose an explorer and research impact on settlement Product: Visual representation - (interactive) map, explorer, story of journey) Rubric Scored Homework in complete sentences. Reviews (teacher created) Chapter Tests 	Chapters 5&6 of Regions (McGraw Hill)
D E C E M B E R	<ul style="list-style-type: none"> 15 	<ul style="list-style-type: none"> Great Americans study - primary sources and biography <ul style="list-style-type: none"> Dolley Madison Daniel Boone Revolution timeline (not necessarily specific dates), map of the revolution, and flow chart of causes and effects Identify Economic Reasons for King George's perspective vs. the Colonists 	<ul style="list-style-type: none"> SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions. SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of interpreting experiences. SS.Econ1.b.4 Infer potential incentives in a real-world situation.. SS.Econ2.b.4-5 Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market. 	<ul style="list-style-type: none"> Homework in complete sentences. Reviews (teacher created) Chapter Tests 	Chapters 7&8 of Regions (McGraw Hill)

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			<ul style="list-style-type: none">• SS.PS3.c.4-5 Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.• SS.PS3.d.5 Provide examples of how different governments solve problems.• SS.PS4.a.i Compile relevant information to form a political argument and taking other points of view into account.		
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J A N U A R Y	<ul style="list-style-type: none"> 21 	<ul style="list-style-type: none"> Establishing a Government and Statehood vs Republic Great Americans study - primary sources and biography <ul style="list-style-type: none"> Lewis and Clark Harriet Tubman Westward Expansion How did westward migration affect society and progress? Midwest Region: geography History and Culture (4 <u>Weeks of Wisconsin History</u>) Iron and Mining The Prairie and Great Plains Compare and Contrast Expansion vs. Underground Railroad Detroit and Milwaukee: Industry for the World 	<ul style="list-style-type: none"> SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self image and identity. SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions. SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or nonrenewable). SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product. SS.Econ3.b.5 Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest. SS.Geog2.a.3 Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation). SS.Geog2.b.5 Investigate push and pull factors of movement in their community, state, country, and world. SS.Geog2.c.5 Describe population changes in their state, and country over time. SS.Geog2.d.4-5 Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country. (Apply key elements of the Wisconsin Constitution to the local community.) 	<ul style="list-style-type: none"> Homework in complete sentences. Reviews (teacher created) Chapter Tests 	Chapter 9 of Regions (McGraw Hill)

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F E B R U A R Y	<ul style="list-style-type: none"> 18 	<ul style="list-style-type: none"> Great Americans study - primary sources and biography <ul style="list-style-type: none"> Abraham Lincoln DL Moody Progress & Change: How did American progress affect life, economy, development of cities and speed expansion Southwest Region, Geography and People-- past and present Anasazi, Navajo, Spanish Missions, Ranching/Cattle Drives Water for the Desert: Hydroelectric power and technology Gold Mining and 'Black Gold' 	<ul style="list-style-type: none"> SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form selfimage and identity. SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions. SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of interpreting experiences. SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse). SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or nonrenewable). SS.Econ1.b.4 Infer potential incentives in a real-world situation.. SS.Geog3.a.5 Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level. 	<ul style="list-style-type: none"> Homework in complete sentences. Reviews (teacher created) Chapter Tests 	Chapters 10&11 of Regions (McGraw Hill)
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M A R C H	<ul style="list-style-type: none"> 17 	<ul style="list-style-type: none"> Alexander Graham Bell Theodore Roosevelt FDR's Alphabet Agencies and the Great Depression Impact of Technology: How has technology impacted the way that people live and interact? The Western Mountains & Intermontane West Western Climate Variety: from Mountain to Rain Forest to Alkali Desert 	<ul style="list-style-type: none"> SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form selfimage and identity. SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions. SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse). SS.PS3.b.3-4 Provide examples of how various types of media are used in elections and government. Compare and contrast the multiple roles people play in elections. Analyze the roles civic institutions play in their lives, their community and beyond (e.g., schools, community groups, religious institutions). 	<ul style="list-style-type: none"> Homework in complete sentences. Reviews (teacher created) Chapter Tests 	Units 12&13 of Regions (McGraw Hill)
A P R I L	<ul style="list-style-type: none"> 20 	<ul style="list-style-type: none"> Great Americans study - primary sources and biography <ul style="list-style-type: none"> George Washington Carver Amelia Earhart Major Crises in US History: War of 1812, Civil War basics, Sinking of the Maine, Great Depression/Dust Bowl, Pearl Harbor, 9/11. 1960's Civil Unrest and Assassinations Holidays and Commemorative American Dates: <ul style="list-style-type: none"> 9-11 Dr. Martin Luther King Jr. Day Election (Presidential and Governor) Black History Month Pearl Harbor Veteran's Day/Armistice Day President's Day 	<ul style="list-style-type: none"> SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings. Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground). SS.PS2.a.i Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy). SS.PS2.b.5 Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization). SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities. 	<ul style="list-style-type: none"> Homework in complete sentences. Reviews (teacher created) Chapter Tests 	Thematic Unit

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M A Y	<ul style="list-style-type: none"> 24 	<ul style="list-style-type: none"> Great Americans study - primary sources and biography <ul style="list-style-type: none"> Ronald Reagan Donald Trump Rights and Different People in the United States: <ul style="list-style-type: none"> African Americans Women Disabled Children Workers Veterans 	<ul style="list-style-type: none"> SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings. SS.Geog3.b.4 Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time. SS.Geog4.a.4 Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). SS.Geog5.b.5 Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable). SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist. SS.PS4.b.5 Describe what influences different political attitudes and actions and how diverse groups can work towards consensus. 	<ul style="list-style-type: none"> Homework in complete sentences. Reviews (teacher created) Chapter Tests 	Thematic Unit Materials