

Grade: 3

Subject: Social Studies

Unit 1

Essential Question #1	How do you describe where a community is found?
Essential Question #2	Why do people in your community need to work together?
Essential Question #3	What kinds of things do you need to live?
Essential Question #4	What is history?
Essential Question #5	What is culture?

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Essential Question #1

How do you describe where a community is found?

		CT LEVEL
Objective/Skill #1	Describe the purpose of a map.	K
Objective/Skill #2	Demonstrate an understanding of the cardinal directions.	AP
Objective/Skill #3	Understand map key, symbols, compass rose	U
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Student will create a map of their bedroom using map key symbols and compass rose.

Student will locate their community on a NY State map.

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Essential Question #2
Why do people in your community need to work together?

		CT LEVEL
Objective/Skill #1	Demonstrate an understanding of laws in their communities.	U
Objective/Skill #2	Demonstrate and understand the responsibilities of a citizen.	AP
Objective/Skill #3	Analyze the functions of lawmakers in a community government.	AN
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Student will create two laws and two consequences for a pretend community.

Have a member of the community come in and speak about their role within the community.

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Essential Question #3
What kinds of things do you need to live?

		CT LEVEL
Objective/Skill #1	Explain how resources help people in communities meet their needs.	U
Objective/Skill #2	Explain how people in a community cooperate and depend on one another.	S
Objective/Skill #3	Define a resource.	U
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Make a collage to show resources you and your family has used last week.

Have students work as a class to draw pictures of citizens in a community meeting peoples' needs.

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Essential Question #4
What is history?

		CT LEVEL
Objective/Skill #1	Analyze the early history of the Yuma area from Quechan Indian Farmers to Spanish Explorers and missionaries.	AN
Objective/Skill #2	Explain how studying history helps to understand their community today.	S
Objective/Skill #3	Explain how a person's personal history helps others understand him or her better.	S
Objective/Skill #4	Use a timeline.	AP
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Have town Historian come in discuss Lyons' past.

Develop a family tree.

Develop a personal or family timeline

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Essential Question #5
What is a culture?

		CT LEVEL
Objective/Skill #1	Understand that families and world communities differ from place to place.	AN
Objective/Skill #2	Explain how holidays can be celebrated differently.	AN
Objective/Skill #3	Contrast the methods by which citizens of Lyons celebrate diverse and common holidays.	S
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Provide students with reproductions of paintings in reference books, museum postcards, or fine arts journals, and have them locate one or more paintings that depict people in other countries.

View a book or read literature compare and contrast cultural differences and similarities

Enlist staff members to share cultural experiences of other countries.

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Unit 2

Essential Question #1	Why are communities in different places?
Essential Question #2	What makes the place where you live different from other places?
Essential Question #3	
Essential Question #4	
Essential Question #5	

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Unit: 2

Essential Question #1
Why are communities in different places?

		CT LEVEL
Objective/Skill #1	Identify physical features of a location.	K
Objective/Skill #2	Identify human made features.	K
Objective/Skill #3	To determine the advantages of living near water. (*Government)	A
Objective/Skill #4	Identify how natural resources can benefit a community.	K
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Draw a natural feature and discuss.

Draw a Physical feature and discuss.

Salt map of United States with landform features.

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Unit: 2

Essential Question #2
What makes the place where you live different from other places?

		CT LEVEL
Objective/Skill #1	Compare and contrast two different locations.	S
Objective/Skill #2	Discuss why the presence of water is a factor in choosing the location of a community.	S
Objective/Skill #3	To explain why the crossing points of land route and waterways became the centers of communities.	AN
Objective/Skill #4	Discuss why a location of a community might be important to its establishment as well as its growth and development.	AN
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Make a list have students brainstorm elements that would be ideal factors for building a community.

Research and writing choose one bridge in or near your community and find our more about it.

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Unit 3

Essential Question #1	What causes things to change within a community?
Essential Question #2	How has the United States changed or stayed the same?
Essential Question #3	
Essential Question #4	
Essential Question #5	

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Essential Question #1
What causes things to change within a community?

		CT LEVEL
Objective/Skill #1	Discuss ways a community can change.	U
Objective/Skill #2	Hypothesize what factors might cause rapid change in a community.	S
Objective/Skill #3	Compare ways communities change and the ways they stay the same.	U
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Students interview questions to ask a family member about changes in their lives.

Working in pairs students will make charts of the different kinds of change that has occurred in their community.

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Essential Question #2
How has the United States changed or stayed the same?

		CT LEVEL
Objective/Skill #1	Describe why the colonies wanted a change in government.	U
Objective/Skill #2	Analyze the causes and results of the civil war.	AN
Objective/Skill #3	Identify inventions that continue to transform our country.	AN
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Draw a picture write a summary about the colonies and the civil war.

Research and write a report on colonial and civil wars figures.

Interview a family member about what inventions has effected their life.

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<h1><u>Unit 3</u></h1>

Essential Question #1	How do people in a community work together to meet their needs?
Essential Question #2	How do people decide to buy a product or service?
Essential Question #3	How do people in your community buy or sell products with other Countries?
Essential Question #4	
Essential Question #5	

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Unit: 4

Essential Question #1

How do people in a community work together to meet their needs?

		CT LEVEL
Objective/Skill #1	Demonstrate an understanding of products and services.	AP
Objective/Skill #2	Determine the need for outside community assistance.	AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Write a letter the way the Amish live and how it's different to their own life.

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Essential Question #2

How do people decide to buy a product or service?

		CT LEVEL
Objective/Skill #1	List the reasons effecting consumers decisions when purchasing products	K
Objective/Skill #2	Analyze how advertising influences people's choices	AN
Objective/Skill #3	Explain how demand for a product can increase	C
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Analyze advertisements from magazines and TV

Play musical chairs (supply and demand)

Write a paragraph describing a new invention and why there would be a demand for that product.

Create own commercial; role play and video tape.

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Unit: 4

Essential Question #3

How do people in your community buy or sell products with other Countries?

		CT LEVEL
Objective/Skill #1	Explain how Countries depend on one another economically	C
Objective/Skill #2	Analyze the importance of international trade today and in the past	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Map Activity text page 257

Compare and contrast past and present international trade practices (text pg 255)

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Unit 5

Essential Question #1	How can people cooperate with each other to solve problems?
Essential Question #2	What are the three levels of government?
Essential Question #3	What ways can you show you are proud to be a citizen?
Essential Question #4	
Essential Question #5	

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Unit: 5

Essential Question #1

How can people cooperate with each other to solve problems?

		CT LEVEL
Objective/Skill #1	Learn skills to resolve conflicts	AP
Objective/Skill #2	Explain how early government documents influenced the creation of the U.S. Constitution	U
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Pretend to be a group of Colonists and write a set of laws to govern themselves (text pg 293)

Write a letter from the point of view of a Pilgrim telling why you need laws.

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Unit: 5

Essential Question #2

What are the three levels of government?

		CT LEVEL
Objective/Skill #1	Write letters to the President or members of Congress	U/AN
Objective/Skill #2	Describe the duties of the president	K/E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Write letters to the President or members of Congress.

Create a chart showing ho the National Government works (text page 309)

Research and write an essay that describes the duties of the President.

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Unit: 5

Essential Question #3

What ways can you show you are proud to be a citizen?

		CT LEVEL
Objective/Skill #1	Explain the historical significance of the national	U
Objective/Skill #2	Evaluate the meaning of the flag of the U.S.	E
Objective/Skill #3	Analyze the meaning of the Pledge of Allegiance	A
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Learn and sing the national anthem and other songs of the U.S.

Create booklet of patriotic symbols.

Create a short skit about the Pledge of Allegiance.

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Unit 6

Essential Question #1	Why do people from many places come to live in a community?
Essential Question #2	How can a holiday be celebrated by different customs and traditions?
Essential Question #3	How do customs from other Countries compare to yours?
Essential Question #4	
Essential Question #5	

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Unit: 6

Essential Question #1

Why do people from many places come to live in a community?

		CT LEVEL
Objective/Skill #1	Define what an immigrant is	K
Objective/Skill #2	Explain why immigrants move to certain neighborhoods in new Countries	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Text page 350 (Simulation Activity about Immigrants.)

Map activity - Students locate countries from where their ancestors immigrated from (see Lang. Arts Unit activity One).

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Unit: 6

Essential Question #2

How can a holiday be celebrated by different customs and traditions?

Objective/Skill #1	Compare different holiday customs and traditions.	CT LEVEL U/E
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Illustrate different holidays

Create a booklet and write facts about different traditions

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Unit: 6

Essential Question #3

How do customs from other Countries compare to yours?

CT
LEVEL

Objective/Skill #1	Compare the United States to another Country.	AN
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Research another country and write an essay

Present research

T-chart or Venn diagram the United States and another Country.