SUBJECT: Social Studies	**GRADE:** Third Grade
UNIT TITLE: History	
UNIT OVERVIEW	
In this History Unit, students will use a variety of resources to find historical information about our local community, state, and nation. They will explore and celebrate different global cultures and holidays. Through research, students will develop historical comprehension and evaluate historical interpretation.	
LRG SKILLS AND DISPOSITIONS	**STANDARDS**
	● 8.1.3.A. Identify the difference between past, present and future using timelines and/or other graphic representations. ● 8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history. ● 8.3.3.C. Demonstrate an understanding of how people in different times and places view the world. ● 8.3.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US. (Ethnicity and race, working conditions, immigration, military conflict, economic stability) ● 8.4.3.A. Identify the elements of culture and ethnicity. ● 8.4.3.C. Compare and contrast selected world cultures.
COMPETENCIES	**LEARNING TARGETS**
Competency: I can use resources to find historical information.	● I can identify the difference between past, present and future using timelines and/or other geographic representations.
Competency: I can describe United States history.	● I can identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States History. ● I can explain how people in different times and places view the world. ● I can identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US. (Ethnicity

	and race, working conditions, immigration, military conflict, economic stability)
Competency: I can describe world history.	• I can identify the elements of culture and ethnicity. • I can compare and contrast selected world cultures.

SUBJECT: Social Studies	**GRADE:** Third Grade
UNIT TITLE: Geography	
UNIT OVERVIEW	
In this Geography Unit, students will study the places on Earth's surface. Students will use geographic tools as a means for asking and answering geographic questions. Students will also be able to explain the relationships between people and environments and the importance of resources.	
LRG SKILLS AND DISPOSITIONS	**STANDARDS**
	• 7.1.3.A. Identify how basic geographic tools are used to organize and interpret information about people, places, and environment. • 7.1.3.B. Identify and locate places and regions as defined by physical and human features. • 7.2.3.A. Identify the physical characteristics of places and regions. • 7.2.3.B. Identify the basic physical processes that affect the physical characteristics of places and regions. • 7.3.3.A. Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, and Political activities
COMPETENCIES	**LEARNING TARGETS**
Competency: I can read and interpret maps and globes.	• I can identify how basic geographic tools are used to organize and interpret information about people, places and environment.

	● I can identify and locate places and regions as defined by physical and human features. ● I can identify the physical characteristics of places and regions. ● I can identify the basic physical processes that affect the physical characteristics of places and regions.
Competency: I can explain how humans interact with their environment.	● I can identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, and Political activities.

SUBJECT: Social Studies	**GRADE:** Third Grade
UNIT TITLE: Economics	
UNIT OVERVIEW	
Economics is concerned with the behavior of individuals and institutions engaged in the production, exchange, and consumption of goods and services. As technology helps to reshape the economy, knowledge of how the world works is critical. People entering the workforce cannot function effectively without a basic knowledge of how scarcity and choice affect the allocation of resources, how markets establish prices and the global nature of economic interdependence.	
LRG SKILLS AND DISPOSITIONS	**STANDARDS**
	● 6.1.3.A. Define scarcity and identify examples of resources, wants, and needs. ● 6.1.3.B. Identify needs and wants of people. Identify examples of natural, human, and capital resources. ● 6.1.3.C. Explain what is given up when making a choice. ● 6.2.3.A. Identify goods, services, consumers, and producers in the local community. ● 6.2.3.D. Demonstrate the importance of money in everyday life. ● 6.5.3.D. Describe the result of spending savings. ● 6.5.3.E. Identify tangible and intangible assets. ● 6.5.3.G. Define saving and explain why people save. ● 6.5.3.H. Identify the role of banks in our local community.

COMPETENCIES	LEARNING TARGETS
Competency: I can explain economic systems.	● I can define scarcity, identify examples of resources and wants/needs. ● I can identify examples of natural, human and capital resources. ● Explain what is given up when making a choice. ● I can identify goods, services, consumers and producers in the local community. ● I can explain how demand for a consumer good impacts price.
Competency: I can explain financial literacy.	● I can identify the result of spending my savings. ● I can identify tangible and intangible assets. ● I can identify ways to earn and save money and explain why. ● I can identify the role of banks in our local community.

SUBJECT: Social Studies	**GRADE:** Third Grade
UNIT TITLE: Civics and Government	
UNIT OVERVIEW	
By the conclusion of this unit, students will be able to independently use their learning to support the ideals of civic rights and responsibilities in regard to their local, state, nation and international relationships with actions and deeds.	
LRG SKILLS AND DISPOSITIONS	**STANDARDS**
	● 5.1.3.A. Explain the purposes of rules, laws, and consequences. ● 5.1.3.B. Explain rules and laws for the classroom, school, and community. ● 5.1.2.E. Describe citizens' responsibilities to the state of Pennsylvania and the nation. ● 5.1.3.F. Identify state symbols, national symbols, and national holidays. ● 5.2.3.B. Identify the sources of conflict and disagreement and different ways conflict can be resolved.

	● 5.2.3.C. Identify leadership and public service opportunities in the school, community, state, and nation. ● 5.2.2.D. Explain responsible community behavior. ● 5.3.3.D. Identify positions of authority at school and community. ● 5.3.3.E. Explain the purpose for elections.
COMPETENCIES	**LEARNING TARGETS**
Competency: I can be a good citizen.	● I can explain the purpose of rules, laws and consequences. ● I can explain rules and laws for the classroom, school, and community. ● I can describe citizens' responsibilities to the state of Pennsylvania and the nation. ● I can identify national symbols. ● I can identify the sources of conflict and disagreement and different ways conflict can be resolved. ● I can identify leadership and public service opportunities in the school, community, state, and nation. ● I can explain responsible community behavior.
Competency: I can explain how the government works.	● I can identify positions of authority at school and community. ● I can explain the election process and the purpose for elections.