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.

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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
<u>Competency:</u> 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.
	future using timelines and/or other geographic

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	A THE PARTY OF THE COURT
COMETENCIES	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.

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
	I can define scarcity, identify examples of resources and wants/needs.
Competency: I can explain economic systems.	 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.

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.
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COMPETENCIES	LEARNING TARGETS
Competency: I can be a good citizen.	