

**District Overview:**

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching, analyzing information, and contributing to discussions. Students' study will focus on history, geography, economics, civics, and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world connections. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason, examine, and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics, and the rights and responsibilities of citizens.

**Grade 3 Description:**

Third grade will learn about different communities. The students will read about what it was like to live in a different time. They will be introduced to people from communities in other states and countries. Through various lessons they will visit many places to find out how people in different communities live.

**Grade 3 Units:**

- Unit 1: Historical/Sociopolitical Literacy
- Unit 2: Geographic Literacy
- Unit 3: Civics and Government
- Unit 4: Economic Literacy



<b>Subject:</b> Social Studies	<b>Grade:</b> 3	<b>Suggested Timeline:</b> 4 weeks
<b>Unit Title:</b> Unit 1 - Historical/Sociopolitical Literacy		
<b>Unit Overview/Essential Understanding:</b>  The students will learn why people move from place to place and how communities are affected by these movements. They will understand how people express and share their culture with others in a variety of ways and enrich the communities in which they live. Students will learn about different cultures in our country as well as the cultural influences in their own community.  Essential Questions: <ul style="list-style-type: none"><li>● How do landmarks help us understand our country's story?</li><li>● Why do people immigrate to new places?</li><li>● How is each event in history unique?</li></ul>		
<b>Unit Objectives:</b> <ul style="list-style-type: none"><li>● Students will be able to identify national landmarks.</li><li>● Students will be able to explain why natural landmarks make our country special and unique.</li><li>● Students will be able to describe why people immigrate to new places.</li></ul>		
<b>Focus Standards Addressed in this Unit:</b> <ul style="list-style-type: none"><li>● 8.1.3.A - Identify the difference between past, present and future using timelines and/or other graphic representations</li><li>● 8.1.3.B - Identify fact, opinion, multiple points of view, and primary sources as related to historical events</li><li>● 8.1.3.C - Conduct teacher guided inquiry on assigned topics using specified historical sources (Reference RWSL Standard 1.8.3 Research)</li><li>● 8.2.3.A - Identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania</li><li>● 8.2.8.B - Identify historical documents, artifacts, and places critical to Pennsylvania history. Locate historical documents, artifacts, and places critical to Pennsylvania history</li><li>● 8.2.3.C - Identify and describe how continuity and change have impacted Pennsylvania history • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations</li></ul>		

- 8.2.3.D - Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- 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.B - Examine the effects of selected artifacts, historical documents, and related sites on the world
- 8.4.3.C - Compare and contrast selected world cultures
- 8.4.3.D - Identify conflict and cooperation among groups and organizations from around the world

**Important Standards Addressed in this Unit:**

- 8.3.3.B - Identify and describe historical documents, artifacts, and places critical to United States history

**Misconceptions:**

- It may be difficult for students to understand the sequence of events in time relative to today.
- Some students may not prior knowledge of other cultures such food, music, dance, or stories.

**Concepts/Content:**

- History
- Artifacts
- Monuments
  - Lincoln Memorial
  - People visit monuments to learn about important people and events in history.
- National Landmarks
  - Statue of Liberty

**Competencies/Skills:**

- Choose one landmark and write about it.
- List the reasons why land and water were important to the families that immigrated to America.
- List three reasons why people immigrated to America
- Study and identify events on a timeline

**Description of Activities:**

- Create a journal of one of the children traveling to America as an immigrant
- Make a landmark identification card game and play it with a partner.
- Make a poster about a landmark
- Make a timeline of the important events in your life to date.



<ul style="list-style-type: none"><li>○ Ellis Island</li><li>○ Landmarks such as buildings and structures demonstrate the technology and innovation of previous generations.</li><li>● Immigrants<ul style="list-style-type: none"><li>○ Many immigrants dreamed of new jobs.</li><li>○ Immigrants believed there were new opportunities, and their lives would be better in a new home.</li></ul></li><li>● Cultures<ul style="list-style-type: none"><li>○ Elements of different cultures: food, music, traditions</li></ul></li></ul>		
<p><b>Assessments:</b></p> <ul style="list-style-type: none"><li>● Assessments included with district approved textbook</li><li>● Classwork/Homework</li><li>● Projects related to topic created by teacher</li></ul>		
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"><li>● Reading Comprehension</li><li>● Vocabulary</li><li>● Speaking and Listening</li><li>● ELA Correlation- Wonders (McGraw-Hill)</li></ul>	<p><b>Additional Resources</b></p> <ul style="list-style-type: none"><li>● District approved textbooks</li><li>● District approved supplemental resources</li><li>● District approved online resources</li><li>● Teacher created resources</li></ul>	



<b>Subject:</b> Social Studies	<b>Grade:</b> 3	<b>Suggested Timeline:</b> 4 weeks
<b>Unit Title:</b> Unit 2-Geographic Literacy		
<b>Unit Overview/Essential Understanding:</b> In this unit, students will learn about types of land and bodies of water that can be found in communities around the world. They will also learn that the land, water, and other natural features of a community affect the people who live there. People depend on the land and water to live; they change their surroundings to meet their needs.  Essential Questions: <ul style="list-style-type: none"><li>● How do people from different cultures contribute to a community?</li><li>● How do landmarks help us understand our country's story?</li></ul>		
<b>Unit Objectives:</b> <ul style="list-style-type: none"><li>● Students will be able to explain how people in a community share their culture and how this contributes to the community.</li><li>● Students will be able to identify national landmarks</li><li>● Students will be able to explain why natural landmarks make our country special and unique.</li></ul>		
<b>Focus Standards Addressed in this Unit:</b> <ul style="list-style-type: none"><li>● 7.1.3.A - Identify how basic geographic tools are used to organize and interpret information about people, places, and environment</li><li>● 7.1.3.B - Identify and locate places and regions as defined by physical and human features</li><li>● 7.2.3.A - Identify the physical characteristics of places and regions</li><li>● 7.2.3.B - Identify the basic physical processes that affect the physical characteristics of places and regions</li><li>● 7.4.3.A - Identify the effect of the physical systems on people within a community</li><li>● 7.4.3.B - Identify the effect of people on the physical systems within a community</li></ul>		

**Important Standards Addressed in this Unit:**

- 7.3.3.A - Identify the human characteristics of places and regions using the following criteria: Population- Culture -Settlement- Economic activities - Political activities

**Misconceptions:**

- Students may not have the prior knowledge of the location of where they live in relation to state, country, world locations.

**Concepts/Content:**

- Places / Regions
  - People visit monuments to learn about important people and events in history.
  - People visit monuments to learn about important people and events in history.
- Culture
  - Elements of Culture - Some ways are sharing food, types of music and dance, and stories
  - When people in a community share their culture, they contribute to the community.
- Society
  - There are many ways to share with a community.

**Competencies/Skills:**

- Draw a picture of yourself celebrating your culture in your community.
- Choose one landmark from a different region / country and write about it.
- List three reasons why people chose to live near water or plains.
- Students are able to locate their town, state, and country on a map.

**Description of Activities:**

- Students make a poster depicting where they live and the physical land features of the area.
- Students create a plan in which they, as a class of students could share with the community. (Cultural Fair)

**Assessments:**

- Assessments included with district approved textbook
- Classwork/Homework
- Projects related to topic created by teacher



**Interdisciplinary Connections:**

- Reading Comprehension
- Vocabulary
- Speaking and Listening
- ELA Correlation- Wonders (McGraw-Hill)

**Additional Resources**

- District approved textbooks
- District approved supplemental resources
- District approved online resources
- Teacher created resources



<b>Subject:</b> Social Studies	<b>Grade:</b> 3	<b>Suggested Timeline:</b> 4 weeks
<b>Unit Title:</b> Unit 3 - Civics and Government		
<b>Unit Overview/Essential Understanding:</b> In this unit, students will focus on what citizens can do to participate in their government. They will learn how local, state, and national governments are structured, what each of these governments do, and who their leaders are.  Essential Questions: <ul style="list-style-type: none"><li>● How do people make government work?</li><li>● What do good citizens do?</li></ul>		
<b>Unit Objectives:</b> <ul style="list-style-type: none"><li>● Students will be able to explain how voting lets people know what you think</li><li>● Students will be able to describe how voting gives people power to make decisions.</li><li>● Students will be able to explain the voting process.</li><li>● Students will describe how being a good citizen means helping other people.</li><li>● Students will explain what it means to follow rules and laws and be respectful of others.</li><li>● Students will describe how good citizenship makes a community safe.</li></ul>		
<b>Focus Standards Addressed in this Unit:</b> <ul style="list-style-type: none"><li>● 5.1.3.A - Explain the purposes of rules, laws, and consequences</li><li>● 5.1.3.B - Explain rules and laws for the classroom, school, and community</li><li>● 5.1.3.C - Define the principles and ideals shaping local government - Liberty / Freedom- Democracy -Justice- Equality</li><li>● 5.1.3.D - Identify key ideas about government found in significant documents: Declaration of Independence- United States Constitution- Bill of Rights- Pennsylvania Constitution</li><li>● 5.1.3.F - Identify state symbols, national symbols, and national holidays</li><li>● 5.2.3.A - Identify personal rights and responsibilities</li><li>● 5.2.3.B - Identify the sources of conflict and disagreement and different ways conflict can be resolved</li></ul>		

- 5.2.3.C - Identify leadership and public service opportunities in the school, community, state, and nation
- 5.2.3.D - Describe how citizens participate in school and community activities
- 5.3.3.A - Identify the roles of the three branches of government
- 5.3.3.B - Identify how laws are made in the local community
- 5.3.3.C - Identify services performed by the local governments
- 5.3.3.D - Identify positions of authority at school and community
- 5.3.3.E - Explain the purpose for elections
- 5.3.3.F - Explain how an action may be just or unjust
- 5.3.3.G - Identify individual interests and explain ways to influence others

**Important Standards Addressed in this Unit:**

- 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.
- 5.2.3.D - Describe how citizens participate in school and community activities.
- 5.3.3.E - Explain the purpose for elections.

**Misconceptions:**

- Students may have difficulty understanding how the different levels of government are separate but work together for the good of everyone.
- Students' opinions about the government are influenced by others at this age and often are not genuine.

**Concepts/Content:**

- Government
- Laws / Rules
- Voting
  - Voting lets people know what you think.
  - Voting gives people, the power to make decisions, or choices.

**Competencies/Skills:**

- List five things citizens can do to take part in our country's government. Voting is a good example.
- List three ways you can be a good citizen in your community.
- List things you can do each day at school to help and respect others and

**Description of Activities:**

- Create a poster showing three ways to be a good citizen.
- Write a short speech encouraging your classmates to be good citizens.
- List ways for groups of volunteers or community members to help others,



<ul style="list-style-type: none"> <li>○ All Americans have the right to vote.</li> <li>● Citizenship             <ul style="list-style-type: none"> <li>○ Being a good citizen means helping other people.</li> <li>○ Good citizens participate in their community.</li> <li>○ Good citizens follow rules and laws and be respectful of others.</li> <li>○ Good citizenship makes a community safe.</li> </ul> </li> </ul>	<p>their property and to participate in activities.</p>	<p>participate in events, and respect property.</p> <ul style="list-style-type: none"> <li>● Hold a mock election in your classroom</li> <li>● Create classroom rules and post in your classroom</li> </ul>
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessments included with district approved textbook</li> <li>● Classwork/Homework</li> <li>● Projects related to topic created by teacher</li> </ul>		
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Reading Comprehension</li> <li>● Vocabulary</li> <li>● Speaking and Listening</li> <li>● ELA Correlation- Wonders (McGraw-Hill)</li> </ul>	<p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>● District approved textbooks</li> <li>● District approved supplemental resources</li> <li>● District approved online resources</li> <li>● Teacher created resources</li> </ul>	



<b>Subject:</b> Social Studies	<b>Grade:</b> 3	<b>Suggested Timeline:</b> 4 weeks
<b>Unit Title:</b> Unit 4 - Economic Literacy		
<b>Unit Overview/Essential Understanding:</b> The focus of this unit is on how people depend on one another to produce, sell, and buy goods and services. Students will learn how people work in a community, how businesses operate, and how people trade around the world. Students will learn how people can make decisions about their money that are good for their community and for themselves.  Essential Questions: <ul style="list-style-type: none"><li>● How do we get what we need?</li><li>● How do you decide what is important?</li></ul>		
<b>Unit Objectives:</b> <ul style="list-style-type: none"><li>● Students will be able to describe how people meet their needs in different ways.</li><li>● Students will be able to explain how we can use money to buy the things we need.</li><li>● Students will be able to describe how we can also try to barter to get the things we need.</li><li>● Students will be able to explain why spending time with people and learning new things can be more valuable than treasure to many people.</li><li>● Students will be able to describe why healthy habits and sharing with others are important.</li></ul>		



**Focus Standards Addressed in this Unit:**

- 6.1.3.A - Define scarcity and identify examples of resources, wants, and needs.
- 6.1.3.B - Identify needs and wants of people.
- 6.1.3.C - Explain what is given up when making a choice.
- 6.1.3.D - Identify reasons why people make a choice.
- 6.2.3.A - Identify goods, services, consumers, and producers in the local community.
- 6.2.3.B - Identify competing sellers in the local market.
- 6.2.3.C - Identify types of advertising designed to influence personal choice.
- 6.2.3.D - Define price and how prices vary for products.
- 6.2.3.E - Describe the effect of local businesses opening and closing.
- 6.2.3.F - Identify private economic institutions.
- 6.2.3.G - Identify characteristics of the local economy.
- 6.3.3.A - Identify goods and services provided by the government.
- 6.3.3.B - Identify examples of government involvement in local economic activities.
- 6.3.3.C - Define tax and explain the relationship between taxation and government services.
- 6.4.3.A - Identify local examples of specialization and division of labor.
- 6.4.3.B - Identify examples of trade, imports, and exports in the local community.
- 6.5.3.A - Explain why people work.
- 6.5.3.B - Identify different occupations.
- 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.

**Important Standards Addressed in this Unit:**

- 6.1.3.B - Identify needs and wants of people
- 6.1.3.C - Explain what is given up when making a choice
- 6.1.3.D - Identify reasons why people make a choice
- 6.5.3.A - Explain why people work

**Misconceptions:**

- In an age of debit cards, online bill paying, and direct deposit, young children have less of an understanding of money and its value than kids of previous generations did.

**Concepts/Content:**

- Goods
- Consumers
- Jobs
- Needs / Wants
  - People meet their needs in different ways.
- Currency
  - We can use money to buy the things we need.
  - We can also try to barter to get the things we need.
- Spending time with people and learning new things can be more valuable than treasure to many people.
- Wealth
  - Wealth is not always money or jewels. Sometimes wealth is the people we know and the things we learn.
- Healthy habits and sharing with others are important too.

**Competencies/Skills:**

- Act out a scene in which you barter for something you need.
- Make a list of ways that bartering is different from using money.
- Make a picture chart to show something you need and what you could trade to get it.
- List three things that have value to you but are not things you buy.
- Choose one thing that costs money, and one thing you cannot buy. Compare the value of each.

**Description of Activities:**

- Draw a poster depicting three things that cost money and three things you cannot buy
- Create a pretend business plan for a lemonade stand. Describe what you will need and what money will be needed for supplies.
- Draw a picture of what job you would like to have when you grow up. Describe what you will need to do to complete the duties needed for the job/career.



**Assessments:**

- Assessments included with district approved textbook
- Classwork/Homework
- Projects related to topic created by teacher

**Interdisciplinary Connections:**

- Reading Comprehension
- Vocabulary
- Speaking and Listening
- ELA Correlation- Wonders (McGraw-Hill)

**Additional Resources**

- District approved textbooks
- District approved supplemental resources
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- Teacher created resources