Title of planned course: Social Studies Grade 3

Subject Area: Social Studies

Grade Level: 3rd

Course Description: People and Communities - Harcourt

Time/Credit for this course: One Full Academic Year

Curriculum Writing Committee: Katie Gould and Amanda Powell
Course Title: Social Studies Grade 3

Textbook: Harcourt Horizons *People and Communities*

Supplemental Books: TIME for Kids

Teacher Resources:
- Harcourt School Publishers
- [www.harcourtschool.com/menus/auto/20/211.html](http://www.harcourtschool.com/menus/auto/20/211.html)
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Curriculum Scope & Sequence

Planned Course: Social Studies Grade 3

Chapter 1: Communities Are People

Time Frame: 5 weeks

State Standards: 5.1.3 A, 5.1.3 B, 5.1.3 D, 5.1.3 F, 5.2.3 B, 5.3.3 C, 5.3.3 F, 5.3.3 G, 7.1.3 A, 7.3.3 B, 7.3.3 D, 8.1.3 B, 8.1.3 C, 8.3.3 D

Essential content/objectives: At the end of the chapter, students will be able to:
- Apply critical thinking skills to organize and use information
- Interpret information in visuals
- Recognize that people live in communities
- List three reasons that people choose to live in communities
- Understand that small, medium, and large communities are places where people live
- Understand that all people have the same basic human needs, no matter where they live
- Identify the need for material well-being as one of the reasons people form communities
- Discuss ways community members depend on each other to help meet their basic needs
- Describe how people work together to provide goods and services for a community
- Analyze the individual resources that allow a community to function and that create interdependence among its citizens
- Learn to make and explain picture and bar graphs
- Interpret and create visuals, including graphs
- Be able to use appropriate mathematical skills to interpret social studies information on graphs
- Learn to create and use graphs to illustrate the use of resources, the demand for products, and the supply of goods and services

Core Activities: Students will complete/participate in the following:
- Lesson 1: People Live in Communities
  - Access Prior Knowledge about Communities by using a graphic organizer
  - Use headings to preview text and new vocabulary
  - Read and discuss text within lesson
  - Complete study guide on content within the lesson
  - Integrate activity book upon teachers’ discretion

- Lesson 2: People Work at Many Jobs
  - Access Prior Knowledge about different types of jobs that people have
  - Use headings to preview text and new vocabulary
  - Read and discuss text within lesson
  - Complete study guide on content within the lesson
  - Integrate activity book upon teachers’ discretion
- **Skill: Read Graphs**
  - Review relevance of skill
  - Use graphic sources to discuss skill
  - Read background information and practice skill
  - Integrate activity book upon teachers’ discretion

- **Lesson 3: Many People, One Community**
  - Access Prior Knowledge about culture
  - Use headings to preview text and new vocabulary
  - Read and discuss text within lesson
  - Complete study guide on content within the lesson
  - Integrate activity book upon teachers’ discretion

- **Lesson 4: People Getting Along**
  - Access Prior Knowledge about community law and cooperation
  - Use headings to preview text and new vocabulary
  - Read and discuss text within lesson
  - Complete study guide on content within the lesson
  - Integrate activity book upon teachers’ discretion

- **Skill: Solve a Problem**
  - Review relevance of skill
  - Use graphic sources to discuss skill
  - Read background information and practice skill
  - Integrate activity book upon teachers’ discretion

**Extensions:**

- **Lesson 1: People Live in Communities**
  - Language Arts Extension
    - Write a poem to describe their community
  - Math Extensions
    - Provide word problems to calculate the number of goods sold
  - Social Studies Extensions
    - Create a welcome poster to show jobs and recreation in a community

- **Lesson 2: People Work at Many Jobs**
  - Language Arts Extension
    - Interview an adult about their job
    - Research a career and complete a written report
  - Math Extensions
    - When provided salaries, list them in order from greatest to least
  - Science Extensions
    - Research natural resources and create visual poster
  - Social Studies Extensions
    - Create visual of wants and needs
• **Skill: Read Graphs**
  o Language Arts Extension
    ▪ Explain how to use a bar or picture graph
  o Math Extensions
    ▪ Create a bar or picture graph using data

• **Lesson 3: Many People, One Community**
  o Language Arts Extension
    ▪ Prepare and present presentation on a holiday tradition
    ▪ Write an expressive paper about a memorable holiday
  o Math Extensions
    ▪ Create class calendar that lists national and community celebrations

• **Lesson 4: People Getting Along**
  o Language Arts Extension
    ▪ Write letter to a community leader
  o Social Studies Extensions
    ▪ Create bike safety poster
    ▪ Create a good citizenship project for school

• **Skill: Solve a Problem**
  o Character Education Extension
    ▪ Brainstorm problems and fair solutions
    ▪ Create/Revise classroom rules

**Remediation:**
• **Chapter 1 Content**
  o Create picture glossary for vocabulary
  o Create flashcards for vocabulary
  o Provide graphic organizers for vocabulary and concepts
  o Study content and vocabulary with peer
  o Modified study guides and assessments when needed

**Instructional Methods:**
• Concept Formation Based Learning:
  o Identify concepts and build vocabulary
  o Discussion – Scaffolding
  o Project-Based Learning Opportunities - Pairs/Cooperative Grouping
  o Discussion as a whole class
  o Read Aloud – Guided/Whole Group

**Materials & Resources:**
• Harcourt Horizons Teacher and Student Edition
• Harcourt Website
• Activity Book
• TIME for Kids
• Internet – Multimedia/United Streaming
Assessments:

- Formative Assessments
  - Teacher Observation
  - Response Sheets
  - Performance Assessments

- Summative Assessments
  - End-Of-Lesson Quiz
  - End-Of-Chapter Test
  - Extension Projects
Curriculum Scope & Sequence

Planned Course: Social Studies Grade 3

Chapter 2: Communities are Places

Time Frame: 5 weeks

State Standards: 7.1.3 A, 7.1.3 B, 7.2.3 A, 7.3.3 A, 7.3.3 C, 7.3.3 D, 8.1.3 A, 8.1.3 B, 8.1.3 C, 8.1.3 D

Essential content/objectives: At the end of the chapter, students will be able to:

- Apply critical thinking skills to organize and use information
- Interpret information in visuals
- Use the information on a map to identify location
- Understand the concept of place within the context of the local community
- Compare and contrast a map and globe, describing a location by hemisphere
- Locate the equator, Northern Hemisphere, Southern Hemisphere, Eastern Hemisphere, Western Hemisphere, and North and South Poles
- Describe the concepts of continent, nation, and state
- Identify and use the compass rose and map symbols to locate places on maps
- Use appropriate mathematical skills to interpret information
- Determine the distance between places on maps and on globes by using a distance scale
- Draw maps of places that contain map elements including a title, compass rose, map key or legend, and a distance scale
- Identify George Washington as our country’s first President
- Use the information on a map to identify location
- Compare and contrast cities, suburbs, and rural areas
- Describe an example of transportation network, and explain how it encourages economic prosperity

Core Activities: Students will complete/participate in the following:

- Lesson 1: Where on Earth Is Your Community?
  - Access Prior Knowledge about community surroundings
  - Use headings to preview text and new vocabulary
  - Read and discuss text within lesson
  - Complete study guide on content within the lesson
  - Integrate activity book upon teachers’ discretion

- Skill: Read a Map
  - Review relevance of skill
  - Use graphic sources to discuss skill
  - Read background information and practice skill
  - Integrate activity book upon teachers’ discretion

- Lesson 2: Communities Are Different Sizes
  - Access Prior Knowledge about types of communities
  - Use headings to preview text and new vocabulary
Lesson 3: Every Community Has a Story
- Access Prior Knowledge about your own community
- Use headings to preview text and new vocabulary
- Read and discuss text within lesson
- Complete study guide on content within the lesson
- Integrate activity book upon teachers’ discretion

Skill: Read a Time Line
- Review relevance of skill
- Use graphic sources to discuss skill
- Read background information and practice skill
- Integrate activity book upon teachers’ discretion

Extensions:
Lesson 1: Where on Earth Is Your Community?
- Language Arts Extension
  - Recite poem to memorize continents and oceans
- Science Extension
  - Compare/Contrast North and South Pole
- Social Studies Extensions
  - Identify/Research Continents and Oceans
  - Complete community scavenger hunt to locate important community features

Skill: Read a Map
- Social Studies Extension
  - Create a map of the school or community

Lesson 2: Communities Are Different Sizes
- Language Arts Extension
  - Write a detailed description of their community
  - Write a descriptive essay creating their own community
- Math Extensions
  - Compare/Contrast the populations of their surrounding communities
- Social Studies Extensions
  - Create a collage depicting a type of community

Lesson 3: Every Community Has a Story
- Language Arts Extension
  - Write a report on Native Americans who lived in or around the area
  - Write a persuasive letter explaining why a friend should move to Mount Dora
- Math Extensions
  - Answer questions using important dates in Mount Dora History
- Social Studies Extensions
• Research the history your community
• **Skill:** Timeline
  - Social Studies Extension
    - Create an autobiographical timeline
    - Create a timeline based on an important event in history
    - Create a timeline based on the previous school year
  - Math Extensions
    - Answer questions using important dates on a timeline

**Remediation:**
• **Chapter 2 Content**
  - Create picture glossary for vocabulary
  - Create flashcards for vocabulary
  - Provide graphic organizers for vocabulary and concepts
  - Study content and vocabulary with peer
  - Modified study guides and assessments when needed

**Instructional Methods:**
• Concept Formation Based Learning:
  - Identify concepts and build vocabulary
  - Discussion – Scaffolding
  - Project-Based Learning Opportunities - Pairs/Cooperative Grouping
  - Discussion as a whole class
  - Read Aloud – Guided/Whole Group

**Materials & Resources:**
• Harcourt Horizons Teacher and Student Edition
• Harcourt Website
• Activity Book
• TIME for Kids
• Internet – Multimedia/United Streaming

**Assessments:**
• Formative Assessments
  - Teacher Observation
  - Response Sheets
  - Performance Assessments

• Summative Assessments
  - End-Of-Lesson Quiz
  - End-Of-Chapter Test
  - Extension Projects
Curriculum Scope & Sequence

Planned Course: Social Studies Grade 3

Chapter 3: Citizenship and Government

Time Frame: 5 weeks

State Standards: 5.1.3 C, 5.2.3 A, 5.2.3 C, 5.2.3 D, 5.3.3 A, 5.3.3 B, 5.3.3 D, 5.3.3 E, 5.3.3 G, 7.1.3 B, 7.3.3 E, 8.1.3 B, 8.1.3 C, 8.3.3 D

Essential content/objectives: At the end of the chapter, students will be able to:

- Apply critical thinking skills to organize and use information
- Interpret information in visuals
- Understand that good citizenship includes a belief in justice, equality and responsibility for the common good
- Identify historic figures such as Jane Addams who have exemplified good citizenship
- Give examples of community changes that result from individual or group decisions
- Distinguish between elected and appointed government leaders
- Recognize that community governments make laws to help keep order and to keep people safe
- Evaluate the necessity and function of a system of laws to govern the citizens of a community
- Explain the roles citizens have in settling disagreements
- Learn skills to resolve conflicts
- Practice conflict resolution strategies
- Express ideas about conflict orally, based on knowledge and experiences, and recommend solutions
- Identify services commonly provided by local governments
- Explain how local government services are financed
- Give examples of and cite the needs for taxes
- Explain the three branches of government (with emphasis on local government)
- Describe the basic structure of government in the local community
- Identify local government officials and explain how they are chosen
- Explain the importance of the consent of the governed to the functions of local government
- Identify and use symbols to locate PA and its capital on a map
- Use state borders to identify capital cities bordering PA
- Compare the symbols for a state capital with the symbols for a national capital
- Understand that county seat is the city or town where a county government meets

Core Activities: Students will complete/participate in the following:

- Lesson 1: Leaders in a Community
  - Access Prior Knowledge about jobs of community leaders
  - Use headings to preview text and new vocabulary
  - Read and discuss text within lesson
  - Complete study guide on content within the lesson
Integrate activity book upon teachers’ discretion

**Lesson2: Communities Have Governments**
- Access Prior Knowledge about the goals of a community and how they are achieved
- Use headings to preview text and new vocabulary
- Read and discuss text within lesson
- Complete study guide on content within the lesson
- Integrate activity book upon teachers’ discretion

**Skill: Resolve Conflicts**
- Review relevance of skill
- Use graphic sources to discuss skill
- Read background information and practice skill
- Integrate activity book upon teachers’ discretion

**Lesson3: Community Governments Provide Services**
- Access Prior Knowledge about services that community governments provide for their citizens
- Use headings to preview text and new vocabulary
- Read and discuss text within lesson
- Complete study guide on content within the lesson
- Integrate activity book upon teachers’ discretion

**Lesson4: Branches and Levels of Government**
- Access Prior Knowledge about local, state and national governments
- Use headings to preview text and new vocabulary
- Read and discuss text within lesson
- Complete study guide on content within the lesson
- Integrate activity book upon teachers’ discretion

**Skill: Identify State Capitals and Borders**
- Review relevance of skill
- Use graphic sources to discuss skill
- Read background information and practice skill
- Integrate activity book upon teachers’ discretion

**Extensions:**
- **Lesson1: Leaders in a Community**
  - Language Arts Extension
    - Persuade someone to volunteer in a community organization
  - Social Studies Extensions
    - Create a “Volunteer Wanted” poster
- **Lesson2: Communities Have Governments**
  - Language Arts Extension
    - Summarize information about community governments
    - Outline a possible solution to help families in a conflict
  - Social Studies Extensions
    - Debate over an ongoing social conflict
• **Skill:** *Resolve Conflicts*
  - Language Arts Extension
    - Listen to presentation on conflict resolution
  - Social Studies
    - Simulate a family conflict and use strategies to resolve it

• **Lesson 3:** *Community Governments Provide Services*
  - Language Arts Extension
    - Write a persuasive paragraph discussing why people should pay taxes
  - Art Extensions
    - Create a tabletop model of a community park
  - Math Extension
    - Compute sales tax for purchases

• **Lesson 4:** *Branches and Levels of Government*
  - Language Arts Extension
    - Write a booklet to understand the functions and duties of each level of government
    - Write a letter to a state senator
  - Social Studies Extensions
    - Role play all branches of the government in classroom

• **Skill:** *Identify State Capitals and Borders*
  - Science Extension
    - Research weather information for capital cities around the nation

**Remediation:**
- **Chapter 3 Content**
  - Create picture glossary for vocabulary
  - Create flashcards for vocabulary
  - Provide graphic organizers for vocabulary and concepts
  - Study content and vocabulary with peer
  - Modified study guides and assessments when needed

**Instructional Methods:**
- Concept Formation Based Learning:
  - Identify concepts and build vocabulary
  - Discussion – Scaffolding
  - Project-Based Learning Opportunities - Pairs/Cooperative Grouping
  - Discussion as a whole class
  - Read Aloud – Guided/Whole Group

**Materials & Resources:**
- Harcourt Horizons Teacher and Student Edition
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Assessments:

- Formative Assessments
  - Teacher Observation
  - Response Sheets
  - Performance Assessments

- Summative Assessments
  - End-Of-Lesson Quiz
  - End-Of-Chapter Test
  - Extension Projects
Curriculum Scope & Sequence

Planned Course: Social Studies Grade 3

Chapter 4: Communities Are People

Time Frame: 5 weeks

State Standards: 5.1.3 C, 5.1.3 D, 5.1.3 F, 5.2.3 A, 5.3.3 E, 8.1.3 B, 8.3.3 A, 8.3.3 B, 8.3.3 C

Essential content/objectives: At the end of the chapter, students will be able to:

- Apply critical thinking skills to organize and use information
- Interpret information in visuals
- Identify the three main branches of our national government
- Understand what determines the number of representatives a state has in Congress
- Describe some of the duties of the United States President
- Explain the significance of the Supreme Court as the most important court in the United States
- Understand the parts of a table and how to read one
- Learn to interpret information for a table
- Compare and contrast the qualifications and terms of office at the federal level for a member of the House of Representatives, a member of the Senate, the President, and a Supreme Court Justice
- Explain the interactions between rights and responsibilities
- Identify and explain the importance of acts of civic responsibility, including obeying laws and voting
- Explain that when more than half of the people vote in the same way, they are in the majority
- Understand the significance of minority rights
- Resolve classroom dilemmas by using the democratic process of majority rule
- Identify steps in the voting process
- Read about Americans who have worked to make life better for others
- Recognize the risks some people have taken to secure freedom for themselves and for others
- Identify ordinary people who exemplify good citizenship
- Evaluate the meaning of the flag of the United States
- Describe the ways in which the United States flag is saluted and displayed
- Analyze the meaning of the Pledge of Allegiance
- Explain the historical significance of our national anthem
- Understand the significance of the Liberty Bell to our nation’s heritage

Core Activities: Students will complete/participate in the following:

- Lesson 1: The National Government
  - Access Prior Knowledge about the national government
  - Use headings to preview text and new vocabulary
  - Read and discuss text within lesson
  - Complete study guide on content within the lesson
  - Integrate activity book upon teachers’ discretion
• **Skill: Read a Table**
  - Review relevance of skill
  - Use graphic sources to discuss skill
  - Read background information and practice skill
  - Integrate activity book upon teachers' discretion

• **Lesson 2: Citizens Have Rights and Responsibilities**
  - Access Prior Knowledge about citizens rights and responsibilities
  - Use headings to preview text and new vocabulary
  - Read and discuss text within lesson
  - Complete study guide on content within the lesson
  - Integrate activity book upon teachers' discretion

• **Skill: Make a Choice By Voting**
  - Review relevance of skill
  - Use graphic sources to discuss skill
  - Read background information and practice skill
  - Integrate activity book upon teachers' discretion

• **Lesson 3: Models of American Citizenship**
  - Access Prior Knowledge about being good citizens
  - Use headings to preview text and new vocabulary
  - Read and discuss text within lesson
  - Complete study guide on content within the lesson
  - Integrate activity book upon teachers' discretion

• **Lesson 4: Symbols of National Pride**
  - Access Prior Knowledge about national symbols
  - Use headings to preview text and new vocabulary
  - Read and discuss text within lesson
  - Complete study guide on content within the lesson
  - Integrate activity book upon teachers' discretion

**Extensions:**

• **Lesson 1: The National Government**
  - Language Arts Extension
    - Research and present information about state constitution
    - Locate words within lesson that end in suffixes –tion, and -ive
    - Create a H-Chart to make generalizations about The House, Senate and Congress
  - Social Studies Extension
    - Create a travel brochure to visit the National Mall in Washington, D.C.

• **Lesson 2: Citizens Have Rights and Responsibilities**
  - Language Arts Extension
    - Create a journal reflecting how their daily routine is impacted by the freedom and rights protected by the Bill of Rights
- Write a descriptive paragraph about what students would like to change in their community or school
- Give a speech persuading adults to vote

  - **Social Studies Extensions**
    - Discuss similarities and differences between major political parties and how they stand on issues
  - **Math Extensions**
    - Find the probability of a candidate winning an election

- **Skill: Make a Choice By Voting**
  - **Science Extension**
    - Discuss environmental issues students would like to vote on as adults
  - **Math Extensions**
    - Create a tally chart of votes

- **Lesson3: Models of American Citizenship**
  - **Art Extensions**
    - Create a billboard project that includes pictures, dates and contributions by important people
  - **Language Arts Extensions**
    - Read about important American figures and list characteristics that make them good citizens
    - Research the North Star and write a paper about how it can help slaves find their way to freedom
    - Write a short report about a citizen featured in lesson depicting how that person’s actions made a positive impact on the community
    - Research a citizen within the lesson and write a biography
  - **Science Extensions**
    - Research the North Star and write a paper about how it can help slaves find their way to freedom

- **Lesson4: Symbols of National Pride**
  - **Math Extension**
    - Use the flags to count stars and subtract to find how many stars were added to each new flag
  - **Art Extension**
    - Create a symbol to represent the class’ culture
  - **Music Extensions**
    - Sing a song about the Stars and Stripes to the tune of “Row, Row, Row Your Boat”
  - **Language Arts Extensions**
    - Research to find out one of the state’s national symbols

**Remediation:**
- **Chapter 4 Content**
  - Create picture glossary for vocabulary
  - Create flashcards for vocabulary
  - Provide graphic organizers for vocabulary and concepts
  - Study content and vocabulary with peer
  - Modified study guides and assessments when needed
**Instructional Methods:**
- Concept Formation Based Learning:
  - Identify concepts and build vocabulary
  - Discussion – Scaffolding
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**Assessments:**
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